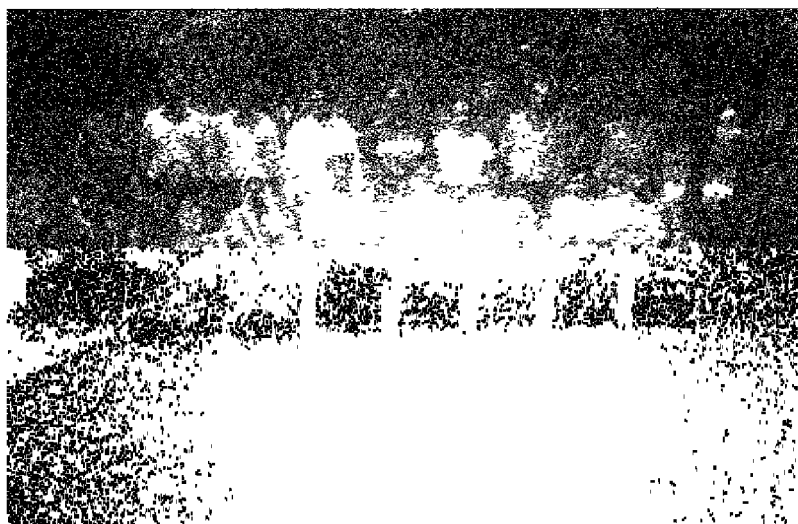

EVALUATION OF JAN SHIKSHAN SANSTHA JODHPUR (Rajasthan)

Final Report

by

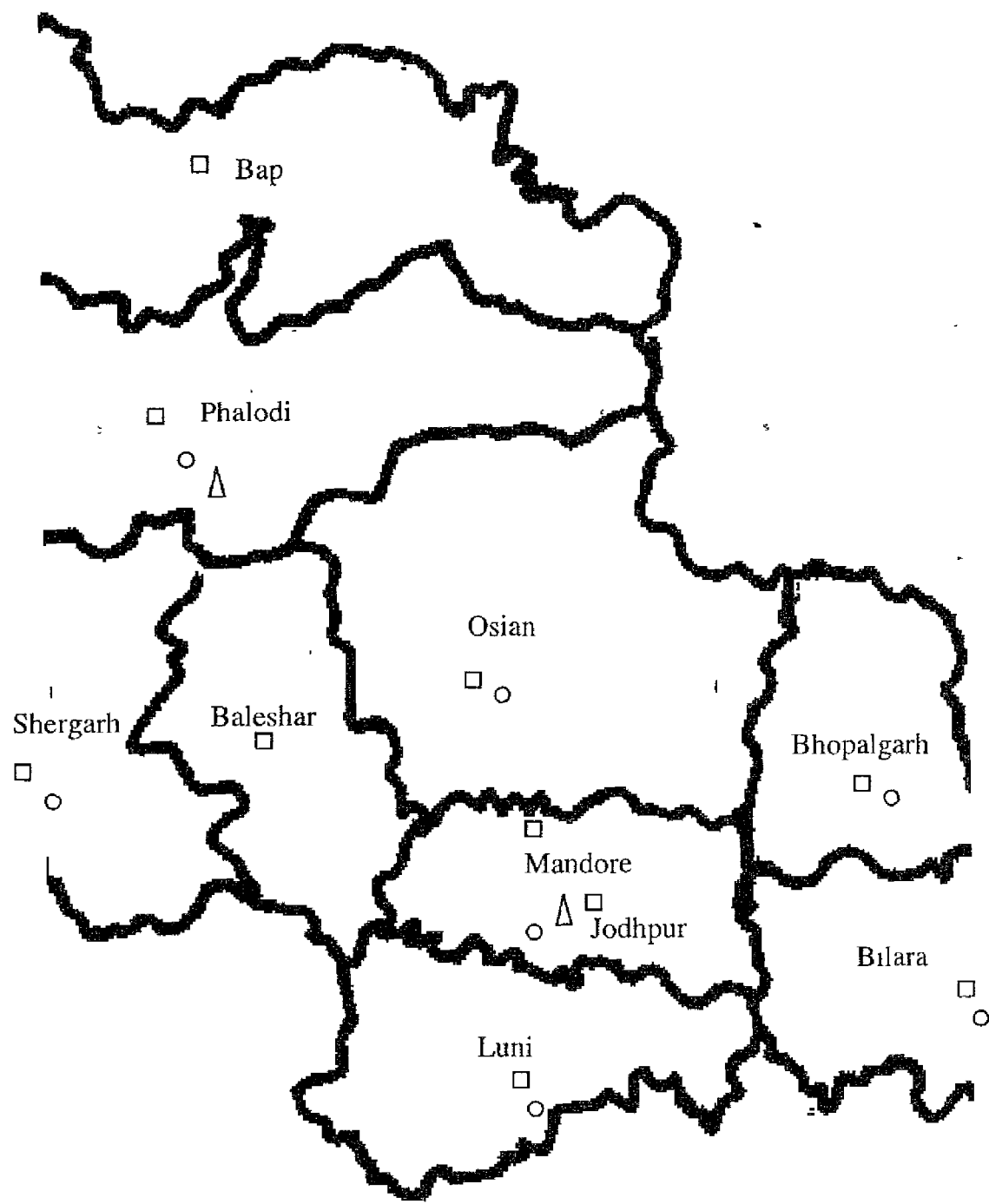
S. K. Pant



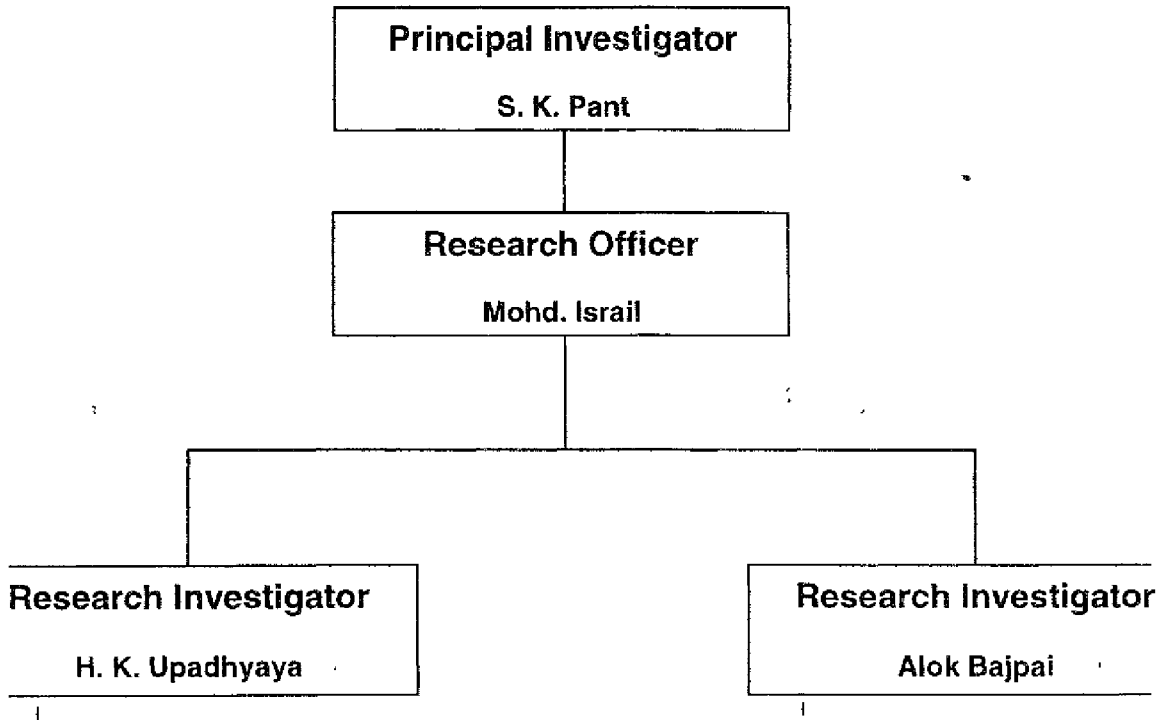
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Map of Jodhpur District



- △ SDO Hq
- Tehsil Hq
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Distance of Venue of Training from beneficiaries Residence
Mode of Travelling of Commuting from their Residence to Cen
Expenses Incurred on different items by Beneficiary for Availir
Motive of the Beneficiaries for Learning the Trade

Executive Sum

Total Population (1991)	215348
Male	11385
Female	10149
Total Literacy (1991)	
Male	
Female	
Total Population (2001)	298077
Male	16095
Female	137121
Total Literacy 2001	
Male	
Female	
Establishment of 1st SVP (JSS) in India	March 1967
Name of Jan Shikshan Sansthan and Category	JSS Jodhpur-B
Year of Establishment	6 th September 1985
Year of Functioning of SVP (JSS) Jodhpur	January 1986
Name of the Parent Organization	Under the aegis of Jodhpur Education
Registration No of JSS Jodhpur	No.09/Jodhpur/ 2000-01 April, 2000
Present Status	Working under the aegis of
Period of Evaluation	June-August 2001
No. of Staff as per 2001	17

1	Total No. of Programmes in 5 th Year (1996-01)	1033 (100.0)
2	Total No. of Courses	909 (88.0)
3	Total No. of Activities and Other activities	124 (12.0)
4	Universe (Beneficiary)	12473 (100.0)
a)	Male	5084 (41.8)
b)	Female	7089 (58.2)
5	Caste wise detail of	
a)	SC	1334 (11.0)
b)	ST	161 (1.3)
c)	OBC	2408 (19.8)
d)	Others	8270 (67.9)
6	Total No. of Beneficiary in Activities	8240 (100.0)
a)	Male	3164 (38.4)
b)	Female	5076 (61.6)
7	Sample (Proposed)	100 (0.82)
8	Actual Sample Drawn and Interviewed	119 (0.97)
a)	Male	43 (36.1)
b)	Female	76 (63.9)
9	Caste wise detail of Sample Beneficiary	
a)	SC	49 (41.2)
b)	ST	-
c)	OBC	17 (14.3)
d)	General	37 (31.1)
e)	Muslim	16 (13.4)

No of nstructors nterviewed	
No of Functionaries Interviewed	
Absolutely failure	
Partially failure	
Total Successful Trainees	
Trainees in Private Service	
Trainees in Self Employment	
No of Household in Below Poverty line (in Sample)	
No of Household in Above Poverty line	
No of Collaborating Agency (2001)	
Total No of Trades taken in Evaluation	
No of Courses inside the Premises as per (2001)	
No of Courses Conducted outside as per (2001)	

Major Recommendations:

The role of SVP needs to be redifined. Besides providing vocational training, they also needs to e learners rehabilitation at least in the initial stages.

A separate unit inside SVP be created to look after the ex-learners vocational rehabilitation programme monitor activities of ex-learners.

The financial outlay of the institutions needs to be enhanced in view of expansion in their area of operat

The fees for vocational courses for deprived sectioned needs to be more rationalised, in order to articipation.

The quantity of raw material provided to the beneficiaries needs to be suitably enhanced, so that the may practice without any apprehensions. The modalities of raw material to be changed from learner worked out

The number of tools needs to be enhanced to enable the learners to practice on them for appropriate d

The avenue of be searching assistance may be jointly explored by the institute and collaborating or anisations like Rotary club, Lion club etc be explored. Likewise help of successful ex-learners be tak

The service condition of functionaries of the institute be suitably improved.

Over all Rating of the Institute

Item	Weightage	Maximum Score
Performance of Jan Sshiksahan Sansthan Staff	2	6
Relevance of Programmes to the target group local/community	3	9
Participants attendance and completion of course	2	6
Adequacy and proper utilisation of funds	1	3
Adequacy of infrastructural facilities	1	3
Adequacy of equipments	1	3
Regularly and performance of vocational instructors/resource ersons	1	3
Polyvalency (Life Enrichment Education)	4	12
Variety and Integration of Courses		
Introduction of Innovative Courses	3	9
Administration including Planning, Role of Board of Management, Executive Committee, Programme Advisory Committee and Team Work	2	6
Collaboration in the interest of Jan Shikshan Sansthan	1	3
Level of skill involved in the courses (high or low)	3	9
Duration of courses (relatively long or too short)	2	6
Participation in PL/CE programme including training conduct of nodal CEC(s) and CECs	4	12
Impact in terms of utilisation of knowledge and skill	3	9
Minimum score of the JSS	33	
Maximum score of the JSS		99
Total Percentage		76.77

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Preface

Literacy has always remained to be an area of priority as well as concerned for our planners, academicians and administrators. It has, therefore, rightly been figured at the core of planning since its inception in the early fifties of the twentieth century.

Our tryst with education has remained quite baffling and intriguing. It has been a saga of success and failures, triumph and disappointments, integration and marginalisations. The success, triumph and disappointment have been achieved largely in the field of expansion of educational facilities, physical infrastructure, enrolment levels, number of teachers, enhancement in the level of literacy etc. whereas disappointments failures, and marginalisations in the area of high drop outs, rate both at the primary as well as secondary levels, dilution in the quality of education increasing marginalisation of the disadvantaged groups and the females. And all this happening in the face of a host of educational programmes launched from time to time.

Similarly, the inability of the planning, to distribute the fruits of development evenly, has also compounded the situation and has given rise to lop-sided development which is marked by the emergence of some developed pocket on the national horizon. These developed pockets, instead of acting as a catalyst of growth have virtually stifled the process of development to other regions by attracting physical and non physical resources. All this has accentuated the problem of socio-economic disparities, on the one hand and has also expedited the process of rural to urban migration, level of unemployment etc. thereby putting enormous stress on the fragile urban resources.

It is against this backdrop that the concept of Shramik Vidyapeeths (SVPs), which later were rechristened as Jan Sikshan Sanasthan (JSS), has been conceived as a centre of continuing education for the adults in the non formal sector. Its objectives are to offer the relatively disadvantaged groups, programmes of polyvalent education i.e a package of vocational cum general educational knowledge and skills, life enrichment education, in such a way that suits the learners in terms of contents, instructional arrangements, timings and duration. Besides this, the SVPs are also to provide academic and technical support to Zilla Saksharta Samities (ZSS).

The scheme came into vogue with the establishment of first Shramik Vidyapeeths (SVP) in Mumbai (Worli) in 1967. Its number has, since then been steadily increasing and by 1983 there were 17 SVPs, operating in different parts of the country. There number further multiplied to 58 by 1996-97 and with the addition of more SVPs, its number soared to 91 by October 2000. Today, the SVP offers around 225 different types of vocational training courses that range from candle, agarbati (incensed sticks) making to sophisticated items like computers.

I take this opportunity to thank Dr. V. Mohan Kumar, the Additional Director and Sri S C. Gupta, Assistant Director, Directorate of Adult Education Ministry of Human Resource Development New Delhi for associating our Institute to evaluate the performance of Shramik Vidyapeeth, Jodhpur. I also thank Sri A.P. Bhoot, the Chairman of SVP and President of Jodhpur Adult Education Association (JAEA) for sharing with us his valuable time. Sri D S Mehta the Director of SVP has been very kind to extend all possible help to facilitate the evaluation work. Dr. D.S. Vyas, Sri Raghuveer Singh Rathor and Smt Sarla Purohit, all Programme officer of the institute were very kind and helpful in all the stages of primary data collection work. Their tireless work enable us to complete the field work without a hitch. I thank them all. Similarly, thanks are due to Sri Haripal Singh and Smt Manju Goyal who were looking after the office work of the institute, for helping the team in gathering secondary information. The team got help and support from many resource persons and a beneficiaries at various stages of field work. It is not desirable nor possible to name them. I wish to thank them all. Their contribution was second to none.

I would also like to thank the Director of our Institute Prof. Janak Pandey for not only assigning the study but also extending all facilities of the institute to enable me to complete the work.

In the end, I would also like to thank my project staff who worked tirelessly to complete it. It would not have been possible for me to complete the work without their active support.

S K. Pant

Chapter- One

Introduction

1.1 Development Experience in India Perspectives

Ever since the inception of planning in the early fifties, improvement in the socio-economic conditions of the people at large, has always figured at the core of planning and consistent efforts have been made in subsequent plans through various schemes and programmes besides making Constitutional provisions to safe guard the interest of the deprived section and vulnerable groups. This approach of welfare programmes, perhaps, was based on the general premise that improvement in the general of the people would automatically lead to the amelioration in the conditions of the poor people also (Papola, 1984).

The five decades of planned efforts have borne fruits as the country has emerged leaders in many areas like science, technology, agriculture, medicine etc. However, in some areas, it has also met with disappointment. Among the areas where the planning could not succeed, one such glaring omission has been in the field of literacy (Visaria, Gumber and Visaria, 1993).

The perusal of the literacy profile of the country shows that there has been a visible increase in the literacy rates of SCs and STs during the last three decades,, however, the gap between the literacy rates of SC and ST and those of the general population has not only persisted but has even widened (Ninth Five Year Plan, 1997-2002, Vol. II).

Table 1.1

Literacy Rates of SCs, STs and General Population

Category	1971	1981	1991
General Population (including SC/ST)	29.45	36.23	52.21
Scheduled Castes	14.67	21.38	37.41
Scheduled Tribes	11.30	16.35	29.60
Gap between SCs and the General Population	14.78	14.85	14.80
Gap between STs and the General Population	18.15	19.88	22.61

Source : Ninth Five Year Plan 1997-2002, Vol II, 358.

Further, though there has been an increase in the overall literacy levels, however the number of illiterates, in absolute terms, too has gone up during the same period (Rahi, 1996). All this goes on to show that the number of people with lack or low literacy skills still prevail as

the country prepares to join in global economy. Hence, it is against this backdrop, when the scholars and planners are busy giving shape to the concept of global village by bringing all the fraternities around the world under one roof, the relevance of education and skill development assumes far greater significance than before. It has been feared in many circles that such integration, if ever materializes, would be capable of unleashing in unprecedented amount of socio-economic and cultural change in to our lives. Only those would be able to survive the onslaught who are socially strong and economically viable whereas the rest of the communities would be sucked away, up- rooted and decimated (Pant and Bhatt, 2000).

Likewise, the planning has also failed to distribute the fruits of development evenly as a result of which many areas and regions have surged ahead while other have lagged behind in socio-economic scale. These developed regions and pocket, instead of acting as a catalyst of growth, have virtually stifled the development process to the other backward regions by attracting physical and non-physical resources. As a result of which the problem of regional disparities have not only presented and grown, with the passage of time, but have even become more sharp. And one way, in which these have manifested is in the form of rural to urban migration (Prabhu, 1998, EPW Foundation, 1994).

This rate of rural to urban migration has also steadily inclined, with the passage of time, as the rate of urbanization picked up, thereby putting enormous pressure on the fragile urban resource. These rural migrants who come to urban areas face a hostile environment. On account of their poor literacy and vocational skills, they don't succeed in finding jobs in urban formal sector, which has its own limitations and are ultimately drawn towards urban informal sector (Pugh, 1995). But as this sector is not governed by any formal or standard rules, the wage structure and returns offered here are of very poor nature, which, in turns, proves to be highly inadequate to support their large families (Pant, 2001). Therefore, to counter this menace, they, at times, deploy their whole family which include their children, to supplements their household income. Education, in the process, is relegated to lower place. Their low literacy and skill status also acts as a big handicap against their development, on account, of which a majority of them live in the state of perpetual poverty.

In the present state of globalisation, when the industrial organised sector is being marked by take-over, mergers acquisitions, and liquidations, the position of rural migrants,

who subsequently become part of urban poor, become particularly vulnerable (Rao, 1998) All this finally results in large-scale retrenchment of (skilled) workers. It is against this background that the future of these migrants holds no place, unless some concrete actions are not taken to address their problem on urgent basis. Therefore, in order to prepare them to take the outside world, on equal footing, they need to be provided functional literacy with vocational skills. By enhancing their literacy and vocational skills, they would not only enhance their work effluence, and sharper their capabilities for adaptation to the fast changing socio-economic and technical milieu.

The non-formal stream of education provides ideal ground for them to meet out their turn objectives, because educational and vocational needs of these deprived sections constitute special area of continuing education, demanding its own strategy, institutional arrangements and techniques (MHRD, 2000) Realising the needs against rapidly growing urbanization, the Ministry of Education and Culture, Government of India, started a scheme of Shramik Vidyapeeths (SVPs) it is programme of adult education specially designed for workers in the urban and industrial areas and impart educational and training needs of numerous groups of adult and young people, mostly belonging to the un-organised urban informal sector

1.2 The Shramik Vidya Peeths (SVPs): An Introduction

Sharmik Vidyapeeth (SVPs) or the Polyvalent Adult Education is an innovative educational scheme, introduced by the Government of India in pursuance of an agreement that between Government of India and UNESCO in 1964. The distinct features of SVP are:

- i) the flexibility characteristic of non-formal education;
- ii) the special target group of socially, economically and educationally deprived sections of the urban society, identified as the worker population, and
- iii) the objective of providing polyvalent education that is meant to provide the individual not only the skills to enhance his productive potentiality but also the knowledge necessary for him to improve the quality of life.

The ploy-valency of SVP scheme means that the SVP programmes are designed to cater to the vocational cum general educational needs of the target group, by offering multifaceted needs of the target group.(Aikara, 1993) This is what make the SVP a special

non-formal educational scheme. The contents of SVP programmes, with particular mix of vocational cum-general educational element are determined by specific needs of the particular target group identified in a community and the programme have to be implemented in a manner that suits the target groups

The SVP scheme is based on the lines of poly-valency education of Yugoslavia and the UNESCO was interested in promoting this education in India, as a sequel to it, the first SVP was established in Worli and Bombay in March 1967 and the second in 1975 in New Delhi. By the year 1980, there were 12 SVPs operating in the country. Their number subsequently multiplied, with the passage of time, and by the end of October 2000, their number had increased to 91. Today, the SVPs offer a round 225 different types of vocational training programmes which range from Candle and Agarbati making to more sophisticated items like computers.

As SVP is an educational scheme of the Government of India it gets financial support from the Ministry of Human Resource Development, for recurring and non-recurring expenditure. The Directorate of Adult Education (DAE) in the Ministry of Human Resource Development (MHRD), provides technical support and guidance to SVP and monitors its functioning.

An individual SVP functions as an autonomous institution or is affiliated to State/Central government, University or Voluntary Organisation. Thus, there are degrees of relationship between a SVP and its affiliating agency. Some function as a part of the affiliating agencies and other could just be attached to them.

In order to facilitate the SVPs, to play an effective role, the government recently had expanded their area of operation. They are now expected to cover both urban and rural clientele. In addition, they are also expected to organise equivalency programmes through open learning systems. Subsequently their financial support has also been enhanced.

1.3 Monitoring and Evaluation of the Scheme

The programme of SVP has been evaluated several times by various institutions. The first evaluation was carried out by in 1968 by Prof. M.S.Gore of Tata Institute of Social Sciences, Mumbai. It was subsequently followed in 1974 by again by Gore and Muttagi of the same institution. Two years later in 1976, the Government of India set up a committee under

the chairmanship of Anil Bordia to review the workers Social Education Institutes and SVI. The committee recommended merger of Social Education Institute and SVPs and further expansion of SVPs. Similarly in 1985, J.Aikara of Tata Institute of Social Science was entrusted the task of evaluating four selected SVPs. Another evaluation of SVP scheme was commissioned to Prayag Mehta in 1986 by the Directorate of Adult Education, Government of India. These two evaluation projects, the first in-depth study of four SVP and the second review of the SVP scheme in the country, were carried out simultaneously.

1.4 Objectives of the Study

The present exercise is also an evaluation of Jan Sikshan Sansthan in respect of their work. More specifically the evaluation includes:

- I) To assess the extent to which the SVP has been able to fulfill the objectives of the scheme, with particular reference to the activities conducted by it during the last five years viz. from 1996-97 to 2000-2001.
- II) to evaluate the quality and content of various vocational and skill development programmes undertaken by SVP, its relevance and impact in improving the occupational and technical knowledge of the beneficiary,
- III) to assess the extent, to which the programmes of SVP, have benefited the disadvantaged sections of the society and those clientele for whom the scheme was meant,
- IV) to evaluate the strength and weakness of SVP and suggest measures for its further improvement.

1.5 Methodology

As the entire evaluation exercise was to be completed within a short period of time viz. sixty days, the Directorate of Adult Education in May 28-01 organised a one-day orientation course at its office in New Delhi to chalkout a uniform methodology and other issues relating to evaluation work. All the empanelled agencies were requested to attend. Each of the empanelled was assigned two SVP to be evaluated and both of these SVP were located in different location and not within the state of empanelled agency. The basic premise, was that an outside agency perhaps was better placed to detect the weakness in the programme, in

much better way, then the one located close to them. The two S.V.P's assigned to G. B. Pant Social Science Institute, Allahabad were SVP Mysore and SVP, Jodhpur

Further, it was also decided, in the meeting, that for evaluation work a total of one hundred (100) schedules of beneficiaries would be covered. However, the selection of beneficiaries should be such that it represented the maximum number of vocational programmes, the SVP organizes in a year. The empanelled agencies were also asked to evaluate the performance of SVP based on their previous five years work. viz. from 1996-97 to 2000-2001. Based on the performance, these SVP were to be graded. To facilitate the work of grading, the Directorate also provided the guideline which contained fifteen items that covered various aspects of SVP functioning and for each aspect, the agency was asked to assess the performance on three levels viz. below average, average and above average and accordingly assign a score of 1, 2, and 3 respectively. These scores were to be subsequently multiplied by the respective weights, each item, was assigned by the Directorate. Thus, the minimum score a SVP could obtain was 33 and the highest being 99. However, it also decided that for those SVP, where the programme of continuing education was not in operation of their grading was to be carried by not including the weight of continuing education. Thus there the minimum and maximum score were lowered to 29 and 87 respectively. Further, for striking continuity, it was also decided to recast the score on uniform percentage scale. Thus, the maximum score of 99 or 87 was to be converted to 100 percentage point and based on the score, the evaluated SVPs were to be further categorized as the one performing below the average, average or above average level. Thus, if the SVP score varied between 33 percentage point to 50 percentage points, it was to be graded as those institutions who were performing below the average level, the score between 51 percentage point to 65 percentage points were to be treated as average performers while if the score exceeded 66 percentage point to 80 percentage point, they were to be identified as good performers and those SVP whose average score exceeded over 81 percentage point, they were to be accepted as very good performers.

1.6 Evaluation of SVP

The evaluation of SVP has been carried out, as per the guidelines, provided by the National Literacy Mission, Directorate of Adult Education. It covers all the three aspects of evaluation viz. the input, through put and output. In order to ascertain the extent to which the

has been able to achieve its objectives and identify the factors that have been af performance or achievements.

The input components includes human and material input, the throughout comp to managing programme activities, collaborating and monitoring whereas the to the achievement level of learners, utilization of knowledge and skills ac through the SVP and their ultimate impact

Sample Size

As stated earlier, the size of the sample, in the one day orientation worksho d around one hundred of beneficiaries, however, it was also resolved that care sho en to make the sample a close representative of the universe. In other words, the s ould ideally reflect the overall working of Shramik Vidypeeth institutions since it wa ided, in the workshop, to base the analysis on their previous five years of working s 6-97 as a cut off date to the year 2000-01. Further, each of the five years was to be al weight hence, it was resolved to assign twenty percent weight to each year. Kee w these guidelines, a detail profile of all programme along with number of partic anised by Shramik Vidyapeeths, was drawn. These programmes were classified o s of tenure or duration. A brief profile of the methodology adopted for drawing c ple has been summarized in (Table-1.2).

Table- 1.2

Profile of the Programmes of Beneficiaries Organized by Shramik Vidyapeeth

Duration of Course	1996-97		Sample drawn	1997-98		Sample drawn	1998-99	
	No of courses	No. of benefi- ciaries		No of courses	No of benefi- ciaries		No of courses	No of benefi- ciaries
Above Six	2 (0.8)	66 (2.0)	1	7 (3.4)	192 (5.9)	1	5 (3.5)	133 (6.9)
Six months	35 (14.4)	412 (12.5)	3	27 (13.2)	315 (9.6)	2	26 (18.2)	303 (15.8)
Five months	-	-	-	-	-	-	1 (0.7)	30 (16.0)
Four months	35 (14.4)	591 (17.9)	4	45 (22.0)	951 (29.0)	6	44 (30.8)	631 (32.8)
Three months	58 (23.9)	586 (17.7)	4	31 (15.1)	322 (9.8)	2	29 (20.3)	308 (16.0)
Two months	31 (12.8)	403 (12.2)	2	24 (11.7)	370 (11.3)	2	6 (4.2)	78 (4.1)
One month	18 (7.4)	218 (6.6)	1	10 (4.9)	104 (3.2)	1	5 (3.5)	47 (2.4)
Less than One month	64 (26.3)	1034 (31.2)	6	71 (34.6)	1128 (34.3)	7	27 (18.9)	392 (20.4)
Total	243 (100.0)	3310 (100.0)	21	205 (100.0)	3278 (100.0)	21	143 (100.0)	1922 (100.0)

Table 1 1 C

Duration of Course	1999-00		Sample drawn	2000-01		Sample drawn	Total	
	No. of courses	No. of beneficiaries		No. of courses	No. of beneficiaries		No. of courses	No. of beneficiaries
Above Six	1 (0.9)	27 (2.2)	1	5 (2.4)	86 (3.5)	1	20 (2.2)	504 (4.3)
Six months	29 (25.7)	286 (23.3)	5	43 (21.0)	467 (19.2)	4	160 (17.6)	1783 (15.1)
Five months	-	-	-	-	-	-	1 (0.1)	30 (0.3)
Four months	26 (23.0)	263 (29.4)	4	37 (18.0)	382 (15.7)	3	146 (16.1)	2318 (19.6)
Three months	15 (13.3)	147 (12.0)	2	24 (11.7)	201 (8.3)	2	157 (17.3)	1564 (13.2)
Two months	17 (15.0)	167 (13.6)	3	31 (15.1)	358 (14.7)	3	109 (12.0)	1376 (11.7)
One month	4 (3.5)	53 (4.3)	1	17 (8.3)	158 (6.5)	1	54 (5.9)	580 (4.9)
Less than one month	21 (18.6)	287 (23.3)	5	48 (23.4)	811 (33.3)	7	231 (25.4)	3652 (30.9)
Total	113 (100.0)	1,230 (100.0)	21	205 (100.0)	2433 (100.0)	21	909 (100.0)	11,807 (100.0)

Source : Various issues of Annual Report

: Figure in bracket denotes percentage.

Further, the proportion of beneficiaries from each of the programme was estimated. Twenty percent of them were randomly selected. However, care was taken to include a beneficiary if the fraction of the ratio exceeded 0.5 percentage point. Likewise, it was decided to include the name of the beneficiary if any programme remained un-represented (i.e., the fraction of the ratio was less than 0.5 percentage point). Thus, the maximum number of beneficiaries, in a particular programme, trade, in the sample was one and the higher number of beneficiaries depended upon the absolute figure and value of fraction arrived at work out of twenty percent of beneficiaries from each programme.

The perusal of table shows that the highest number of beneficiaries, twenty-one, came from four month course followed by courses having duration of less than one month while least number of beneficiary came from five month training course. Incidentally, it is also observed that the institution, of late, has not been conducting courses of five months duration.

Chapter- Two

Shramik Vidyapeeth

2.1 The Profile

Shramik Vidyapeeth, Jodhpur was established in 1985 under the aegis of Jodhpur Adult Education Association vide government letter of September 6, '85 and started functioning from January 1985. The names of Shramik Vidyapeeth, all over the unity has been changed to Jan Sikshan Sanasthan, again vide government letters from January 1999 and accordingly Shramik Vidyapeeth, Jodhpur has also changed its name to Jan Sikshan Sanasthan. It has been registered as an autonomous institution under Rajasthan Societies Act, 1985.

2.2 The Concept

Shramik Vidyapeeth, Jodhpur has been conceived an institution which is responsible to conduct programmes and to impart and upgrade vocational skills. It also represents institutional frame work by offering non formal adult and continuing education programmes to the disadvantaged sections of the society. The knowledge and skills provided are in an integrated manner. It also provides academic and technical resource support to Zilla Saksharta Samiti.

2.3 Functions of Shramik Vidyapeeth

The functions of SVPs, could be summarised are

- (i) to identify and procure the list of had literate from Zilla Saksharta Samiti,
- (ii) to ensure atleast twenty five percent of clientele of SVP is neo- literate,
- (iii) to organise training programmes for key resource persons, master trainers and trainees in vocational courses and for neo-literates,
- (iv) to explore, innovate, workout alternatives and tryout new methodologies through programmes of education and training,
- (v) to act as a coordinator, facilitator and catalytic agent by developing a system of not working with either institution,
- (vi) to organise equivalency programmes through open learning system,
- (vii) to organise library and reading room facility,
- (viii) to promote forums such as cooperative societies mandals, association of women, youth and workers to undertake collective activity for socio-economic development, and
- (ix) to provide follow up services to the beneficiaries of SVP.

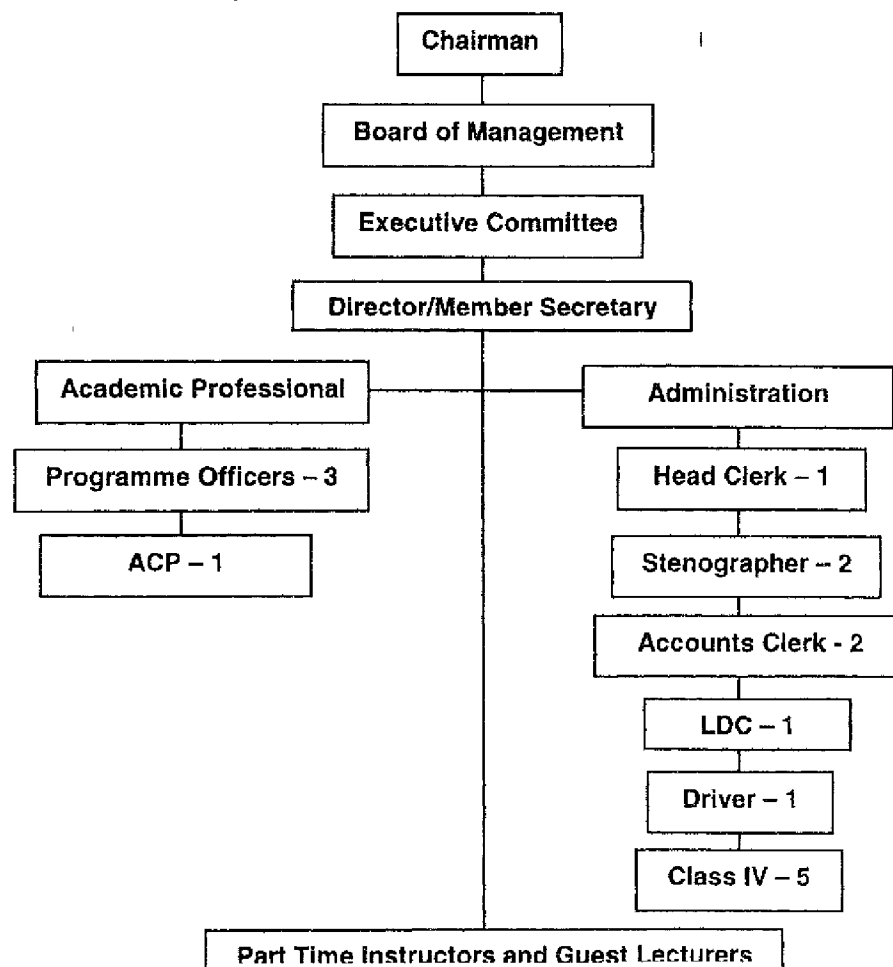
2.4 The Management

As already reported that Shramik Vidyapeeth has been set up to function as registered autonomous organisations under the aegis of Jodhpur Adult Education Association (JAEA). The affairs of SVP are managed by a Board of Management what is headed by a Chairman and a team of members, who are representatives of different government departments, organisations, of State as well as Centre. The Director of SVP is its ex-officio member secretary.

The representative of the Board of Management (BOM) take policy decision in connection with the functioning of SVP, conducting of programmes and activities, administrative and financial matters and of staff recruitment etc. The Board of Management is assisted by an Executive Committee, Purchase Committee, Programme Advisory Committee comprising of professional and experts from different fields.

The SVP has a small team of programme functionaries and administrative staff for instructional purposes besides engaging resource person on part time basis.

The organisational structure of SVP could be summarised as:



2.5 Pattern of Courses and Profile of Beneficiaries

The institute during the last five years viz from 1996-97 to 2000-01, has organised a total of 1033 and 909 of programmes and courses that have benefited a total of 12,173 beneficiaries of which over 41 percent were males and remaining about 59 percent were females. The term programme implies all types of creativities that SVP undertakes during the year, while the course basically aim at skill development. It is a well known fact that the institute organises different kinds of programmes of various duration and all programmes do not lead to skill development. Some programme of shorter duration particularly of two days or less are being organised by them to sensitise the people and make them aware of critical issues. The five days duration programmes also aim at developing the skills of the beneficiaries. These programme are also known as 'life enrichment programmes'.

The study of distribution of gender classification, over five years shows that the proportion of females was, by and large, higher than the proportion of males. Further, it also shows that the overall proportion of beneficiaries which in 1996-97 was about 27 percent had declined to 10 percent in 1999-2000 before settling at 20 percent in 2000-01. This drop does not augur well for both the scope of the programme, for beneficiaries as well as for the institution, unless concrete steps are not taken to reverse this trend.

The study of age-wise classification of beneficiaries shows initially i.e. from 1996 to 97, the proportion of beneficiaries between the age group of 15-35 years and 35 years and above dominated till 1998-99 with their overall proportion varying between 35 percent and 56 percent, however after 1999-2001, the beneficiaries belonging to age group of below 35 years started dominating the scene overwhelmingly. The prime reason of youths participation in the programme may, perhaps, be traced to the incidence of poverty in the region, which may have forced the younger generation to go for skill development programme so that they become self-reliant or may get job in private or public place.

The study also shows that the proportion of SC and ST beneficiaries has been consistently higher which may once be on account of prevalence of poverty amongst them, while the income scenario shows that, initially, the beneficiaries, generally, belonged to lower strata i.e. having income level of less than Rs 15000 or Rs 2000, however, after 1998-99, the income level of beneficiaries was observed to be between Rs 1501-2000, Rs 2001-25000 and

2.6 New Courses

The institute despite organising regular vocational training courses have also been occasionally organises new course for the benefit of urban poor. These courses by and large, identified by programme functionaries, resource persons, or the old beneficiaries and are need based, low cost programmes.

The perusal of annual report during the last five years show that though the institute has not mentioned explicitly about these courses, however, interaction with functionaries and resource persons revealed that the courses have been held occasionally. The reason for not holding regularly could also be due to their institute's involvement with other institution or providing technical assistance to Zilla Saksharata Samiti in organising post literacy programmes activities.

The two years on which the institute introduced new courses were in 1996-97 and 2000-01. The details of the courses could be summarised as:

New Courses in 1996

- (i) costume designing to Dress making,
- (ii) marketing management,
- (iii) business management,
- (iv) special blouse making,
- (v) managerial capacity,
- (vi) child health care,
- (vii) saving schemes,
- (viii) colour combination, and
- (ix) family budgets.

New Courses for 2000-01

- (i) agriculture equipment repair and maintenance
- (ii) phenyl making
- (iii) greeting cards making
- (iv) collection samples for pathological investigation
- (v) mixer repair
- (vi) iron repair electrical
- (vii) I.P. Gas stove repair
- (viii) inter net making a global village
- (ix) auto electrical repairs
- (x) french language
- (xi) peeku making
- (xii) sewing machine repair and maintenance
- (xiii) window AC installation

2.7 Venue of Courses

Shramik Vidyapeeth, Jodhpur organises training of vocational courses both within the campus as well as outside of it. The outside venue is decided jointly by the Institute as well as

rating agencies. The need for organising courses outside its premises also arises as it also has limitation of space, and partly it also strengthens the nature of the institution.

The perusal of annual reports since 1995-96 to 2000-01 shows that, in all, the institute organised a total of 909 training programmes of which about 409 or about 45 percent were organised within the institute's premises and remaining 55 percent outside. It also shows that a total of 12,173 beneficiaries of which about 49 percent had received training and remaining 55 percent, outside. The perusal of table also shows that since 1995-96, the proportion of courses organised by the institute inside its premises has been around 40 percent while the proportion of courses organised outside the premises has been around 60 percent, which in a way, reflects the institute's limitation of space (table 2.2).

Table 2.2

Details of the Programmes Organised and Location of Venue

Inside the Premises	Beneficiaries Attended	Outside Campus	Beneficiaries attended	Total number of Programmes	Total number of beneficiaries
97 (23.7)	1509 (25.5)	146 (29.2)	1801 (28.7)	243 (26.7)	3310 (27.2)
101 (24.7)	1912 (32.4)	104 (20.8)	1366 (21.8)	205 (22.6)	3278 (26.9)
67 (16.4)	995 (16.8)	76 (16.2)	927 (14.8)	143 (15.7)	1922 (15.8)
62 (15.2)	623 (10.5)	51 (10.2)	607 (9.7)	113 (12.4)	1230 (10.1)
82 (20.0)	869 (14.7)	123 (24.6)	1564 (25.0)	205 (22.6)	2433 (20.0)
409 (100.0)	5908 (100.0)	500 (100.0)	6265 (100.0)	909 (100.0)	12173 (100.0)

Various issues of annual reports.

Literacy Status of Beneficiaries

According to the guideline, the institute organises programmes, keeping in view the needs and target group in the area, where it is located. The activities undertaken include programmes related to adult education, vocational education in the post literacy and illiteracy education programmes, equivalency programmes through open learning systems, programmes for developing vocational skills for vertical and horizontal movement etc. These programmes are organised with the help of resource persons, the curriculum for each of the vocational courses is developed by them. Care is taken that these courses contain not only the technical content but also input regarding general awareness. At the end of each course, the

es are subjected to sample tests and the course completion certificate is thereby

the study of profile of beneficiaries and their literacy status has also been studied

last five years. It shows that of the total of 12,173 beneficiaries receiving training,

of illiterates was 178 or around 1.5 percent of the total, while the number of neo-

was 808 which was 6.6 percent of the total while remaining about 92 percent of the

ies had some educational qualification. The study shows that while the proportion of

has marginally declined from 25 percent in 1996-97 to about 21 percent the

of neo-literates has drastically improved which perhaps reflects the close

ing nature between the SVP and ZSS. Another aspect the study highlights is the

of beneficiaries who were made literate through literacy linked skill training they

at SVP centres (table 2.3).

Table 2.3

Detail Status of Literacy Status of Beneficiaries

Illiterates	Neo-Literate	With Some Education	Total	Persons made Literate through Literacy linked skill training
45 (25.3)	-	3265 (29.2)	3310 (27.2)	142** (57.5)
28 (15.7)	-	3250 (29.1)	3278 (26.9)	60* (24.3)
41 (23.0)	65 (8.6)	1816 (16.2)	1922 (15.8)	30 (12.1)
26 (14.6)	47 (5.8)	1157 (10.3)	1230 (10.1)	-
38 (21.3)	696 (86.2)	1699 (15.2)	2433 (20.3)	15 (6.1)
178 (100.0)	808 (100.0)	11187 (100.0)	12173 (100.0)	247 (100.0)

Annual Report.

Through volunteers 10

*Through AE centres 50

**Through AE Centres

was also observed that generally in the programmes that are conducted within the

generally literate participants are enrolled, the plausible reason could be the

t area with i.e. urban where the status of literacy is better. However the programmes

rganised is for flung or colonies, the incidence of illiteracy is also found among the

ies or learners

here were some programmes in which only literates could participate which entails

qualification like programmes on refrigeration and AC, typing, basic electronics &

anics beautification, computer software fundamentals, generator repairs and

maintenance spoke english photography etc Further it was also observed that in the courses in which illiterates also participate, if they, some how could not develop literacy skills, the instructors faced lot of difficulty in explaining. It was also found that literate beneficiaries could make class notes during classes and their achievement level was also high

2.9 Functioning of Committees

For the smooth functioning of the institutions, its apex body managing body the Board of Management (BOM) is held responsible. The Board of Management (BOM), in its smooth functioning, is helped by number of committees that are constituted, as per the guidelines of the Ministry of Human Resource Development. These committee could be summarised as Executive committees, Programme Advisory committee, Vigilance and Grievance Committee, Purchase Committee, Selection Committee etc. Each of these committees has been assigned specific functions that enables the institute to disburse its responsible effectively. The guidelines also stipulates minimum frequency of meetings of these committees in one financial year

In the case of Board of Management (BOM), the guidelines clearly states that it should, normally, meet atleast two times in a financial years. However, in the absence of such meetings the SVPs are liable to loose government findings. Likewise for Executive Committee and Vigilance and Grievance Committees the guidelines directs that they should also be convened at lease twice in a financial year and not more than six months should elapse between any two consecutive meetings. For other committees the guideline does not lay down any specific structures and thus it could be interpreted that its frequency of meeting depends upon the nature and requirements or urgency of the matter.

The details of the frequency of meetings connected by the institutions during the last five years have been summarised in table 2.4.

Table 2.4

Profile of the Meetings held during the Last Five Years

Year	Board of Management	Executive Committee	Programme Advisory Committee	Purchase Committee	Vigilance & Grievance Committee	Others (Specific) (Selection Committee)
2000-01	2	2	2	2	1	2
1999-00	2	1	-	-	-	1
1998-99	6	-	2	3	-	-
1997-98	-	8	-	-	-	1
1996-97	2	-	-	-	-	-

Source : Annual Reports.

It could be seen that the institute has by and large been able to meet the norms laid by the ministries guidelines for committees like Board of Management and to some extent the Executive Committees which augurs well for the functioning of the institution.

Frequency Pattern of Monthly Meetings

The institution also organises monthly review committee which enables them to monitor the progress of the programmes. These meetings also discuss the problems encountered and measures to be adopted to counter them. Likewise, it also organises meetings with collaborating agencies to keep itself abreast with the progress and up coming difficulties and a mutually acceptable solution could be forwarded. The details of the meeting held in the years have been summarised in table 2.5

Table 2.5

Detail Chronology of the Meetings organised by the Institution

Monthly Monitoring	Zilla Sakasharta Samiti Meeting	Others
15-1-2001	16-3-2001	16-09-2000 20-12-2000 } 2
5	-	7
27-5-98 28-7-98 26-8-98 13-10-98 20-11-98 23-12-98 } 6	1-7-98 26-9-98 31-10-98 26-12-98 30-1-99 27-2-99 } 6	23-8-98 30-1-99 } 2
-	-	-
-	-	-

: Various Issues of Annual Report.

The perusal of the table shows that the institute has been organising monthly review meeting quite frequently however the monthly norm at times could not be adhered to. It appears that factors like non availability of time due to work, etc. may have influenced this. Earlier, its meeting with Zilla Saksharta Samiti has also been quite regular in previous years. However, of late, the frequency of meetings has slowed down which does not indicate a positive trend and should be arrested at the earliest. Similarly, gaps between the meetings observed between SVP and collaborating agencies. All this suggest that the institute should tone up its slackness and try to review these meetings on regular note.

Training Programmes for Functionaries Resource Persons, etc.

The skill improvement of its functionaries as well as that of its resource persons has been one of the focus areas of these institutions and it has been their endeavor to periodically conduct such programmes that helps them to upgrade their skills.

The institute has also been organising training programme for the r functionan ce persons. These programmes are also called the 'Faculty Improvement Progr s them, these programmes are also meant for functionaries belonging to post-l mmes and continuing education programme.

The perusal of annual of report of the institution show that it has organised one rement programme for SVP resource persons, in the year 1999-2000, and symp orkshop. The resource person training programme was of one day duration, and ed by five male functionaries. The symposium/workshop was of two days duratio attended by about forty participants of which the proportion of male and female v at and 20 percent respectively. Besides this, the institute has also organised a o g under 'others' categories that was attended by 60 participant of which over 86 p females. The other details have been presented in table 2.6.

Table 2.6

Profile of Training Programme for Functionaries Others

Year	Categories of Beneficiaries	Duration	Male	Female	Total
1999-2000	SVP Functionaries	-	-	-	-
	SVP Resource Persons	1	5	-	5
	Post Literacy Functionaries	-	-	-	-
	Continuing Education Functionaries	-	-	-	-
	Symposium/Workshop	2	28	12	40
	Others	1	8	52	60

: Annual Report.

The details of the programmes organised by the institute in previous years ha given in the subsequent annual reports. Thus, it could be inferred that they a sed every year, but are organised when there is a need to organise. It ma oned here that Jodhpur district has completed its post-literacy programme on Ju nd continuing education has yet to start in the district. Thus, there is a need to tr naries as well as resource persons for upcoming continuing education program

Supervision Pattern of the Programmes

The institute besides organising vocational training programmes for benef alliances with collaborating agencies and also has a system of supervision naries. The basic, premise, of the supervision is to monitor the progr mmes, remove the bottlenecks faced by resource persons as well as the benefi programmes culminate by certificate distribution ceremony to the succ

beneficiaries who have to undergo simple test. Normally this certificate distribution ceremony coincides with cultural programmes.

The study of supervision pattern shows that all the programme functionaries upto the rank of APOs are directly involved in the monitoring activity, though their frequency of visit to the venue of training varies. In the case of Director, the visit to the centre is monthly and also at the end of the course for certificate distribution, while for other programme functionaries it is weekly. The frequency of visit for collaborating agency is only once and that too during the period of course. The other inform detail layout of the supervision pattern has been summarised in table 2.7.

Table 2.7

Pattern of Supervision by Functionaries & Collaborating Agencies

Classification of Officials/ Functionaries	Monthly	Weekly	Duration of Course (only once)	After the completion of course at cultural & certificate distribution programme
Director	√			√
Programme Officer		√		√
Assistant Programme Officer		√		√
Other Department or Collaborating Agencies representatives			√	
Camp programme from other Department			√	

Source : Annual Report.

Chapter- Three

Analysis of Inputs

In the ensuing chapter, the analysis of the institute has been carried out as per the guidelines of the Ministry of Human Resource Development. The inputs have been classified, broadly, into two categories viz. the human inputs and the non-human inputs. In the first part, the human inputs have been studied which includes the analysis of programme functionaries, resource persons procedure of recruitment of beneficiaries and programme functionaries, their competence level, workload, arrive conditions Job-satisfaction etc.

3.1 Analysis of Functionaries

3.1.1 Staff Position: The institute Jodhpur has a staff of seventeen members, as per this annual report of 2000-01. It is headed by the Director who is the chief or principal executive officer, three programme officers, one ACP, two stenographers, three clerks, one LDC, a driver and five class four employees (annual report 2000-01). With the exception of Director, all were working in the pay scale. The Director, however, has been appointed on consolidated salary for fixed duration of three years.

3.1.2 Mode of Selection: All the positions, other than that of the Director are filled by following a prescribed procedure as decided by the Board of Management, through a duly constituted committee. In the case of the Director, however, the recruitment and other matters shall be in conformity with the guidelines issued by the Government of India, from time to time.

3.1.3 Method of recruitment: As per the guidelines of the Government of India, the position of Director is advertised in at least one national English daily and two local dailies giving all requirements of the post. The position is, thereby, filled on short-term contract on transport deputation basis for a period of ordinarily not exceeding three years.

The guidelines, further, state that the position could also be filled up by promotion/deputation after following the due process of selection. In such cases, the emoluments and other conditions are decided by the Board of Management. The minimum age of the candidates applying for the position should be 40 years and should not exceed 55 years as on date of application

The selection committee constituted for the selection of Director includes the Chairman of SVP, Joint Secretary (Adult Education/Director-General, National Literacy Mission, Government of India or his/her nominee; secretary, Education/Adult Education, Mass Education of the State Government or his/her, nominee and of needed Joint Secretary AE/Director-General, National Literacy Mission, may co-op one or two experts or specialists to the committee. It is also mandatory that the representative of the Government of India is present at the Selection Committee Meeting.

In the case of Shramik Vidyapeeth Jodhpur, the present incumbent has been recently appointed (about two months ago) and has been a new corner to the organisation. He has been appointed on a consolidated salary as has been decided by the Board of Management. Similarly, other functionaries too, have been appointed directly by the selection committee. In the case of lower level of functionaries, their appointment takes place as per the guidelines of the government.

3.1.4 Duties/Workload: Though those institutions are governed by their respective Board of Management which is headed by their Chairman, however, the Director holds a very significant place, in the organisation. Besides, being the member secretary of the board, he acts in close liason with the Chairman. He being the chief executive officer, is held responsible for the overall functioning the institute. His functions are of both administrative as well as academic nature. As an academic head, he is responsible for the identification of the trade/activities programmes to be taken up by the institute planning of the programme, follow up of ex-trainees, monitoring and conducting of workshops, seminars etc. He is also responsible for forging alliances with other institutions, organise courses in collaboration. On the administration front, he is associated with all administrative assignments which includes holding of general body meetings of Board of Management, twice a year, updating of accounts etc.

The duties of programme officers and administrative programme officers is mostly confined to assisting the Director in identifying the trade, in the planning of the programmes, in the follow ups of ex-trainees and monitoring, conducting seminar, workshops etc. The work of accounts is mainly under the domain of accountant while the artists responsible for providing help to the Director in other administrative assignments of the institute.

A brief profile of the functionaries and their duties have been presented below:

3.1):

Table 3.1

Lay-Out of Programme Functionaries and their Duties

Designation	Education Qualification	Age (yr)	Duration in SVP	Mode of Selection	Duties/Responsibilities			
					1	2	3	4
Director	M Sc , P G Dep. (Pers Mgt)	52	2 months	Selection Committee	✓	✓	✓	✓
Programme Officer	M A	45	15 yrs	Selection Committee	✓	✓	✓	✓
Programme Officer	M A , B Ed , Ph.D	44	12 yrs	Selection Committee	✓	✓	✓	✓
Programme Officer	M.A., I T I , (Sewing)	50	12 yrs	Selection Committee	✓	✓	✓	✓
LDC	N A	N A			-	-	-	-

- Note :**
- 1 Identification of Trade
 - 2 Planning of Programme
 - 3 Follow-up of Ex-trainees
 - 4 Monitor, conducting of workshop, seminar
 - 5 Accounts
 - 6 Administration

Source : Field Data

3.1.5 Emoluments/Service Benefits: The emoluments of the functionaries

the guidelines of the Ministry of Human Resource Development, depends, to a large extent, upon their qualification and experience. The Board of Management may, however, offer a minimum consolidated amount along with other facilities, as it may deem fit. These facilities may include employee provident fund, residential telephone, vehicle for official purpose, reimbursement, house rent, servant allowance, leave travel concessions etc.

In this context, the institutes are free to decide the amount of emoluments to be paid to the Director and to other members of the staff. The Government of India, however, bears the expenses only to the limits of the amount paid in its annual grant.

The emolument pattern of the institute in Jodhpur has been quite restrictive. It was observed that besides the Director, who was appointed in the consolidated salary scale, other programme functionaries, though, were appointed in scale, however, were being paid only basic and not other allowances as a result of which a great deal of dissent appeared to be prevailing among them. Further, it was also revealed, in the course of observation, that they were also not being given the new scales of fifth pay commission. It has been shown in the annual report. It may be pointed out that the guidelines

the functionaries may be appointed on fixed allowances. However, in this case, showing of functionaries in the new scale is highly appropriate.

3.1.6 Performance: The performance of the programme functionaries has been analysed on the basis of their level of efficiency. In other words, the extent to which they do their duties, provide cooperation to the Director for the smooth functioning of the institution. It may be stated that the Director of the Institute, being the head of organisation, is held largely responsible for the overall functioning of the institute. Its performance would, therefore, get affected if the Director, somehow, fails to discharge its duties efficiently.

The performance of Director, as well as that of programme functionaries, has been analysed at three levels, viz. as (a) on the basis of performing duties, (b) on the basis of nature and pattern of collaboration with other institutions and (c) on the level of supervision.

The analysis of duties has already been discussed earlier in detail, which clearly shows that the duties of all the programme functionaries have been clearly demarcated. It was also observed as well as revalidated by the evaluating team members that the performance of programme functionaries, in performing their duties, was really good. The fact that they (programme functionaries) helped the study team in tracing the ex-beneficiaries also reflects their high level of commitment and devotion towards duties.

Similarly, on the nature and level of collaborations with other agencies and institutions, it was found that Institute Jodhpur has forged alliances with about twenty-three agencies that ranged from Zilla Saksharta Samiti, The voluntary Health Society, State Resource Centre, Medical College, Engineering College, Central Jail etc. and the nature of collaboration ranges from providing list of neo-literates material and support provided for various programme and activities, practical facilities for collecting samples of pathological investigation, for refrigeration and AC course etc. The sharing has been both of the venues as well as personnels. It was also brought to the notice that a large proportion of programmes (about 60 percent) were being organised outside the institute's premises (annual report 2000-01). Interestingly, the number of participants, particularly the females attending these courses, was also exceptionally high. All of this goes on to show that the level of collaboration was exceptionally good and that could only have been possible if the programme functionaries were truly discharging their duties (Table 3.2).

Table 3 2

Name and Nature of Collaborating Agencies

Name of Collaborating Agency	Nature of Collaboration
Zilla Saksharta Samiti Jodhpur	Provided list of Neo literates and incharge of Jan Chetna Kendras (PLC) and assist in various Programme and activities.
Thar voluntary Health Society Jodhpur	Material and Resource support Provided for various Programme and activities
State Resource Centre Jaipur	Financial and Resource Support Provided for Training Programme on Population and development education.
TULEC Jodhpur	Material and Resource Support Provided for information Technology and New areas of Management MIS Programme.
S N. Medical College, Jodhpur	Practical Facilities for collection of samples for Pathological investigation
R P. Dignostic Centre Jodhpur	Practical Facilities for MLT Assistant Courses
Sancheti Hospital Jodhpur	Practical Facilities for MLT Assistant Courses.
Marudhar Engineering Jodhpur	Practical Facilities for Refrigeration and AC Course
Pioneer Hospital Jodhpur	Practical Facilities for Nursing assistant.
Shri Brahmin Swarnkar Pragatishil Sangh Jodhpur	Sponsored the candidates and Provided course fee accommodation for soft toys course.
Army wives welfare Association	Accommodation Provided for Racine canvas Bags and dressmaking courses
SIMPLIX Jodhpur	Resource Supper and Practical Facilities for the course – Internet A Making of a global village.
NAVKAR Jodhpur	Resource Supper and Practical Facilities for the course – Internet. A Making of a global village.
Government Sc. Secondary girls School Jalorigate	Accommodation Provided for various training Programme for Neo literates.
Nav Jyoti Manovikash Sansthan Jodhpur	Sponsored the candidates and training Accommodations for candee Making.
Central and Zone Research Institution Jodhpur	Resource Support Provided for Agriculture equipment maintenance and Rural Technology training Programme
Govt. Middle school village Dangiawas	Accommodation Provided for Agriculture Equipment maintenance and Rural Technology training Programme
Regional Directorate of workers, education Jodhpur	Resource Support and Financial Assistance Provided for unorganised woman symposium.
New Modern School Paota Jodhpur	Accommodation and Raw Material Provided for various training Programme.
World View Hindustan Foundation Jodhpur	Financial Assistance and sponsored the training workshop on participatory communication for democracy and development for youth
Central Jail Jodhpur	Accommodation Provided for computer course and Kavmi Ekta Function for Prisoners
Nav Jeevan Sansthan Jodhpur	Provided accommodations facility and sponsored the candidates for Dressmaking
F X.B. Rajasthan Society Jodhpur	Resource Support Provided for Aids awareness Programme.

The supervision pattern of programme functionaries and that of collaborating agencies have been discussed, in length, in the earlier chapter. It shows that each one of the programme functionaries has been assigned the duty of supervising the training centres however, their frequency of visits varied. In the case of the Director, the frequency of visit to centre has been put at once in a month though he was free to visit them earlier also. For other programme functionaries, upto the level of PO/APO, it has been, earmarked as, once in a week. Further, at the end of every training programmes, the services of Director and other

mmes functionaries are required to distribute certificates to the successful participants. The certificate distribution function is usually organised along with cultural programmes. In addition to this, it was also observed that the training programme was also monitored and supervised by the staff/ resource-persons of collaborating agencies who visited the venue on at least once during the time of training.

3.1.7 Job Satisfaction: There can be no denial that job satisfaction is an important psychological input that gets reflected in the employees behaviour, in his working attitude and performance level. An attempt has been made to study the job satisfaction level among the programme functionaries. The sustained interaction, over many sessions, revealed that with the provision of better service conditions, the job-satisfaction among the functionaries improved and some of them openly aired their grievances before study team. It is, therefore, concluded that for bringing out the best in them and also for further improving the performance, it has been argued that their service conditions of employees be improved to produce a positive effect.

Analysis of Resource Persons

The analysis of the performance of resource persons or instructors has been carried out on the basis of their level of competence, which includes their qualifications, experience, remuneration and job satisfaction level.

In order to access their level of performance, twelve resource persons, from different districts, were randomly selected. These selected resource persons were then administered open ended questions to elicit their response on crucial issues like the working conditions, and how do they think could improve the performance of the institution. The socio-economic profile of the resource persons has been presented in table 3.3

Table 3.3

Socio-Economic Profile of Resource Persons

Educational Qualification	Caste-composition								
	SC		OBC		General		Muslim		M
	M	F	M	F	M	F	M	F	
Intermediate	-	-	-	-	-	1 (14.3)	-	-	-
B.A. or More	-	-	-	-	-	-	-	-	-
Diploma	-	-	-	-	-	-	-	-	-
Intermediate	-	-	-	-	1 (50.0)	1 (14.3)	-	-	1
B.A. or More	-	-	-	-	-	-	-	-	-
Diploma	-	-	-	-	-	-	-	-	1 (25.0)
Intermediate	-	-	-	-	1 (50.0)	3 (42.9)	-	-	1 (25.0)
B.A. or More	-	-	-	-	-	-	-	-	-
Diploma	-	-	1 (50.0)	-	-	2 (28.6)	-	-	1 (25.0)
	-	-	2 (100.0)	1 (100.0)	2 (100.0)	7 (100.0)	-	-	4 (100.0)

Source: Field Data.

The study of the table shows that of the twelve resource persons interviewed, a majority of them, over 66 percent of the total, belonged between 25 to 35 years another 25 percent were of the age group between 35 and 45 and remaining 9 percent came from 45 and above years of age group. The educational profile shows that about 75 percent of them were from General Caste category, 25 percent were from OBC category. The educational profile of these persons shows that over 66 percent of them had intermediate as their qualification, 33 percent were diploma holders and the gender wise classification revealed that 50 percent were female as compared to males whose ratio was worked out to be 50:50. Thus it could be said that our sample contained an overwhelming proportion of resource persons.

3.2.1 Trade-wise Classification & Mode of Selection Pattern of Resource Persons:

The performance of resource persons has also been studied on the basis of their specialisation, their occupation which included both the main and subsidiary occupation, the selection, the venue where they have received their training and reason for joining the institute.

The resource persons, who were selected for interview, belonged to the following trades: AC refrigeration; computer programmers; tailoring; embroidery, painting, stenography, soft toy making, dress making, etc. The other details are summarised in table 3.4.

Table 3.4

Trade, Occupation and Selection Pattern of Resource Persons

Duration (in Months)	Occupation		Mode of Selection	Reason for Joining Pro/SVP		
	Main	Subsidiary		Social Service	Personal Benefit	Social Service Personal Benefit
4	Self Business	Self Business	P.O	✓		
6	Trainer at SVP	Trainer of JSS Full- time	Director		✓	
6,4,4	Social Services	Part time Trainer JSS	P.O			✓
2	Service	"	P.O	✓		
6	Service	"	Director	✓		

Table 3

1	Self Business		P.O.	✓		
4	Self Business		P.O.			✓
4	Household work	"	P.O.	✓		
4,4,4,1	Household work	"	P.O.	✓		
6	Service	"	P.O.	✓		
1	Studying	"	P.O.	✓		
2	Service	"	P.O./Director	✓		

The study of the table shows that about 25 percent of the resource persons were engaged in business, another over 33 percent of them were engaged in service and the remaining two accounted for over 58 percent of the total. The proportion of household work was found to be over 16 percent of the total. Further, a total of 9 resource persons, or 25 percent of the total were selected by programme officers and remaining 25 percent were selected by the Director. It was also revealed that 8 out of the 12 resource persons or over 66 percent had received training at the institute itself, while the remaining 33 percent received training outside. Thus, the sample contained an overwhelming proportion of resource persons who were ex-student of the institute. On the question of why they had joined the programme, over 75 percent of them stated providing social service was their real reason and that was the way they thought of repaying their debt to their Alma Mater. About 25 percent of the resource persons stated social service as well as personal benefit as the major factor for joining the programme of the institute while another around 8 percent stated that resource persons had joined it for personal benefit.

3.2.2 Performance: The performance of the resource persons has been evaluated at three levels, viz. (a) their level of attendance at class; (b) perception of programme officers and (c) the perception of beneficiaries.

At the first level, viz., the attendance level, it was found that the resource persons, in general, were quite regular in taking up their classes and this was validated by the institute when it cross-checked the class register. The reason of resource persons' regular attendance may also be on account of their attachment to the institution as a majority of them had received their training there. However, in some case, when they could not attend due to extra ordinary circumstances, they ensured that they continued to follow up for taking classes due to extra ordinary circumstances, they ensured

conveyed either to the programme functionaries or to the office of the institute so that institute could make some alternative arrangements and the beneficiaries do not have to suffer. All this also goes on to show that resource persons also had a high level of commitment towards their duties.

The talk with the programme functionaries on how do they evaluated the performance of resource persons, a majority of over eight five to ninety percent had expressed satisfaction. The reasons for them to be satisfied, perhaps, lies on the fact that most of resource persons were selected by them after careful scrutiny over many rounds and also their familiarity with them on account of their being ex-students.

Similarly, the beneficiaries or the learners were also requested to share their views on, how did they feel, the resource person performed at class. A majority of them (over eighty to ninety percent) expressed satisfaction. All this, thus, goes on to confirm that the performance of resource persons was quite good.

3.2.3 Remuneration: How do the resource persons view remuneration? This question, when was posed to them, a majority of them expressed dis-satisfaction. The plausible reason they put forward was that for engaging a class of two hours they have to spent nearly three to three and half hours which includes commuting time to centre or venue. The honorarium, earmarked for them by the institution, varied between Rs. 800 to Rs. 1200 per month. According to them a sizeable amount of it is spent on commuting. They also stated that if they devoted this much on time on their vocation, they could, perhaps have earned much more than what is being offered to them by the institution. However, their joining the institute's vocational programme was to provide social service and that gave them immense satisfaction. Thus, it could be said that though a majority of the resource persons felt the seen offered to them as honorarium was too meagre, their joining the programme was primarily, self satisfaction.

3.2.4 Job-satisfaction: The question of job satisfaction among the resource persons was analysed at two planes viz. the economic and the social, on the economic level, as discussed earlier, a majority of them felt that the remuneration offered by the institute were ridiculously low and needs to be upgraded vertically. The prime reason, as explained by them, has already been discussed. Therefore, on the economic level, it could be stated that job-

satisfaction among the resource persons could not be high. However, on the social plane majority of them had joined the programme of the institute was to provide social service. Paying their debt to the Alma Matar, the level of job-satisfaction could be stated to be high.

Analysis of the Beneficiaries

The performance of the beneficiaries has been analysed, on the basis of procedure of admission, their socio-economic background, attendance level and proportion of them having successfully completing the course for which they were enrolled.

3.3.1 Procedure of Admission: The study of admission procedure of beneficiaries, over the last five years, shows that of the 119 sample beneficiaries, 7 of them counting to about 6 percent of the total were selected by the Director of the institute. Further over 61 percent of them were selected either by the programme officers or by assistant programme officer, of the remaining, about 17 percent were selected by resource persons and about 16 percent by 'others'. Further, the study also shows that sample contained over 41 percent of beneficiaries, from Scheduled Caste category, over 59 percent of them had come from General Castes. Together these two social group accounts over 72 percent of the total number of beneficiaries. The study also shows that the large proportion of beneficiaries was selected by the programme officer which also, in direct affects their level of involvement with the programme (Table 3.5).

Table 3.5

Caste-composition and Pattern of Selection of Beneficiary

Year	Caste	Director	P.O/A.P.O.	Trainer	Other	Total
1996-97	SC	-	06 (60.0)	04 (66.7)	02 (50.0)	12 (57.1)
	OBC	-	01 (10.0)	01 (16.7)	-	02 (9.2)
	General	01 (100.0)	02 (20.0)	01 (16.7)	01 (25.0)	05 (23.8)
	Muslim	-	01 (10.0)	-	01 (25.0)	02 (9.2)
	Total	01 (100.0)	10 (100.0)	06 (100.0)	04 (100.0)	21 (100.0)
1997-98	SC	01 (100.0)	08 (72.7)	03 (100.0)	01 (33.3)	13 (56.5)
	OBC	-	02 (18.2)	-	-	02 (8.7)
	General	03 (50.0)	01 (9.1)	-	01 (33.3)	05 (21.7)
	Muslim	02 (33.3)	-	-	01 (33.3)	03 (13.0)
	Total	06 (100.0)	11 (100.0)	03 (100.0)	03 (100.0)	23 (100.0)
1998-99	SC	-	06 (40.0)	01 (25.0)	01 (50.0)	08 (38.1)
	OBC	-	02 (13.3)	01 (25.0)	-	03 (14.3)
	General	-	04 (26.7)	01 (25.0)	01 (50.0)	06 (28.6)
	Muslim	-	03 (20.0)	01 (25.0)	-	04 (19.0)
	Total	-	15 (100.0)	04 (100.0)	02 (100.0)	21 (100.0)

Table 3.5 Con

1999-2000	SC	-	06 (37.5)	-	02 (40.0)	08 (38.1)
	OBC	-	02 (12.5)	-	-	02 (9.5)
	General	-	07 (43.8)	-	03 (60.0)	10 (47.6)
	Muslim	-	01 (6.2)	-	-	01 (4.8)
	Total	-	16 (100.0)	-	05 (100.0)	21 (100.0)
2000-01	SC	-	05 (23.8)	01 (14.3)	02 (40.0)	08 (24.2)
	OBC	-	05 (23.8)	02 (28.6)	01 (20.0)	08 (24.2)
	General	-	08 (38.1)	02 (28.6)	01 (20.0)	11 (33.3)
	Muslim	-	03 (14.3)	02 (28.6)	01 (20.0)	06 (18.2)
	Total	-	21 (100.0)	07 (100.0)	05 (100.0)	33 (100.0)
	SC	01 (14.3)	31 (42.5)	09 (45.0)	08 (42.1)	49 (41.2)
	OBC	-	12 (16.4)	04 (20.0)	01 (5.3)	17 (14.3)
	General	04 (57.1)	22 (30.1)	04 (20.0)	07 (36.8)	37 (31.1)
	Muslim	02 (28.6)	08 (10.9)	03 (15.0)	03 (15.8)	16 (13.4)
	Grand Total	07 (100.0)	73 (100.0)	20 (100.0)	19 (100.0)	119 (100.0)

3.3.2 Socio-Economic Background: The socio-economic background of beneficiaries provides an important base for analysing their performance. An attempt is made to study the socio-economic background. The variables that have been studied in their literacy studies, demographic profile, housing or shelter pattern, vocation pattern

3.3.2.1 Literacy Pattern of Sample Households: The study of literacy pattern of sample households provides an interesting trend. It could be seen that of the total of sample households which does not include children up to 7 years, the proportion of illiterates, in sample, was about 15 percent, which was quite high, of which the proportion of females was over 23 percent against males 6.2 percent. The study also shows that as we move from the level of illiteracy to literacy and higher levels of literacy, the proportion of illiterate males subsequently inclines and at level of graduation or more, this ratio tends to become more than two times than that of females ratio.

Likewise, the inter-caste study of beneficiaries shows that the two caste groups with highest incidence of illiteracy were Scheduled Caste and Muslim. Together, these two groups accounted for over 71 percent of the total number of illiterates. In higher levels of literacy i.e. B.A. and more, the proportion of OBC and General Category of households was over 23 percent and over 61 percent respectively (Table 3.6).

Table 3.6

Caste-wise Literacy Pattern of Sample Households

Caste	Illiterate			Literate		
	M	F	T	M	F	T
SC	-	04 (40.0)	04 (28.6)	02 (100.0)	02 (100.0)	04 (100.0)
OBC	-	-	-	-	-	-
General	02 (50.0)	04 (40.0)	06 (42.8)	-	-	-
Muslim	02 (50.0)	02 (20.0)	04 (28.6)	-	-	-
Total	04 (100.0)	10 (100.0)	14 (100.0)	02 (100.0)	02 (100.0)	04 (100.0)

Table 3.6 Continued

SC	03 50	09 75 0	12 75 0	03 100 0	03 75 0	06 85
OBC	01 25 0		01 63		01 25 0	01 14
Gene a		01 83	01 63			
Muslim	-	02 (16.7)	02 (12.5)	-	-	-
Total	04 (100.0)	12 (100.0)	16 (100.0)	03 (100 0)	04 (100 0)	07 100
SC	02 (50.0)	05 (31.3)	07 (35.0)	-	-	-
OBC	-	05 (31.3)	05 (25.0)	-	-	-
General	-	02 (12.5)	02 (10 0)	-	-	-
Muslim	02 (50.0)	04 (25.0)	06 (30 0)	-	-	-
Total	04 (100.0)	16 (100 0)	20 (100.0)	-	-	-
SC	-	04 (80.0)	04 (80 0)	02 (100 0)	05 (71 4)	07
OBC	-	-	-	-	-	-
General	-	01 (20 0)	01 (20.0)	-	02 (28 6)	02
Muslim	-	-	-	-	-	-
Total	-	05 (100.0)	05 (100 0)	02 (100 0)	07 (100 0)	09 1
SC	-	08 (28.6)	08 (22 8)	-	02 (33 3)	02
OBC	-	03 (10 7)	03 (8 6)	-	01 (16 7)	01
General	01 (14.3)	06 (21.4)	07 (20.0)	01 (33 3)	02 (33.3)	03
Muslim	06 (85.7)	11 (39 3)	17 (48.6)	02 (66.7)	01 (16 7)	03
Total	07 (100.0)	28 (100.0)	35 (100.0)	03 (100.0)	06 (100 0)	09 1
SC	05 (26.3)	30 (42.3)	35 (38 9)	07 (70.0)	12 (70.6)	19
OBC	01 (5.3)	08 (11.3)	09 (10.0)	-	02 (11 8)	07
General	03 (15 8)	14 (19 7)	17 (18 9)	01 (10 0)	02 (11 8)	03
Muslim	10 (52.6)	19 (26.7)	29 (32 2)	02 (20 0)	01 (5 9)	03
Grand Total	19 (100.0)	71 (100 0)	90 (100 0)	10 (100 0)	17 (100.0)	27 1
	Upto Primary			Upto 8 th		
	M	F	T	M	F	T
SC	05 (55.6)	05 (100.0)	10 (71 4)	08 (88 9)	08 (100.0)	16
OBC	-	-	-	01 (11 1)	-	01
General	04 (44.4)	-	04 (28.6)	-	-	-
Muslim	-	-	-	-	-	-
Total	09 (100.0)	05 (100 0)	14 (100 0)	09 (100.0)	08 (100 0)	17
SC	05 (71.4)	05 (55 6)	10 (62 5)	06 (54.5)	07 (63 6)	13
OBC	-	-	-	01 (9 1)	03 (27.3)	04
General	02 (28 6)	01 (11 1)	03 (18.8)	02 (18 2)	-	02
Muslim	-	03 (33.3)	03 (18.8)	02 (18 2)	01 (9 1)	03
Total	07 (100 0)	09 (100.0)	16 (100.0)	11 (100 0)	11 (100 0)	22
SC	07 (53 8)	07 (38 9)	14 (45.2)	04 (36 4)	05 (100 0)	09
OBC	-	-	-	02 (18 2)	-	02
General	01 (7 7)	03 (16.7)	04 (12.9)	-	-	-
Muslim	05 (38.5)	08 (44 4)	13 (41.9)	05 (45.4)	-	05
Total	13 (100.0)	18 (100.0)	31 (100 0)	11 (100 0)	05 (100 0)	16
SC	06 (66.7)	04 (36 4)	10 (50 0)	02 (40.0)	08 (57.1)	10
OBC	03 (33.3)	01 (9.1)	04 (20 0)	-	02 (14 3)	02
General	-	06 (54.5)	06 (30.0)	01 (20.0)	03 (21 4)	04
Muslim	-	-	-	02 (40 0)	01 (7 1)	03
Total	09 (100 0)	11 (100 0)	20 (100 0)	05 (100 0)	14 (100 0)	19
SC	01 (16.7)	06 (50.0)	07 (38.9)	01 (7.7)	04 (25 0)	05
OBC	01 (16.7)	01 (8 3)	02 (11 1)	05 (38.5)	06 (37.5)	11
General	-	03 (25.0)	03 (16.7)	04 (30 7)	05 (31 3)	09
Muslim	04 (66.7)	02 (16.7)	06 (33.3)	03 (23.1)	01 (6 2)	04
Total	06 (100 0)	12 (100.0)	18 (100.0)	13 (100.0)	16 (100 0)	29
SC	24 (54.5)	27 (49.1)	51 (51 5)	21 (42.8)	32 (59 3)	53
OBC	04 (9 1)	02 (3 6)	06 (6.1)	09 (18 4)	11 (20.4)	20
General	07 (15.9)	13 (23 6)	20 (20 2)	07 (14 3)	08 (14.8)	15
Muslim	09 (20 5)	13 (23.6)	21 (21.2)	12 (24 5)	03 (5 5)	15
Grand Total	44 (100 0)	55 (100 0)	99 (100 0)	49 (100 0)	54 (100 0)	103
	Upto 10 th			Upto 12 th		
	M	F	T	M	F	T
SC	05 (62 5)	05 (71 4)	10 (6 7)	08 (80 0)	05 (83 3)	13
OBC	-	01 (14 3)	01 (6 7)	-	-	-
General	01 (12 5)	01 (14.3)	02 (13 3)	02 (20 0)	01 (16 7)	03
Muslim	02 (25.0)	-	02 (13 3)	-	-	-
Total	08 (100.0)	07 (100.0)	15 (100.0)	10 (100 0)	06 (100 0)	16
SC	05 (41 7)	03 (50.0)	08 (44 4)	11 (73 3)	-	11
OBC	01 (8.3)	-	01 (5 6)	-	01 (50 0)	0
General	02 (16.7)	03 (50.0)	05 (27 8)	01 (6.7)	-	0
Muslim	04 (33.3)	-	04 (22 2)	03 (20.0)	01 (50 0)	04
Total	12 (100.0)	06 (100 0)	18 (100.0)	15 (100 0)	02 (100.0)	17

Table 3.6 C

SC	08 57 1	03 50 0	11 55 0	01 20 0	01 14 3	02
OBC	01 7 1		01 5 0	01 20 0	01 14 3	02
General	04 28 6	02 33.3	06 30 0	03 60.0	05 71 4	08
Muslim	01 (7.1)	01 (16.7)	02 (10.0)	-	-	
Total	14 (100.0)	06 (100.0)	20 (100 0)	05 (100 0)	07 (100.0)	12 1
SC	03 (25.0)	-	03 (15 8)	02 (33 3)	-	02
OBC	-	-	-	-	04 (80.0)	04
General	09 (75 0)	07 (100.0)	16 (84.2)	04 (66 7)	01 (20.0)	05
Muslim	-	-	-	-	-	
Total	12 (100 0)	07 (100 0)	19 (100 0)	06 (100.0)	05 (100.0)	11 1
SC	06 (30.0)	02 (18.2)	08 (25.8)	04 (23 5)	01 (14.3)	05
OBC	03 (15.0)	07 (63.6)	10 (32 3)	02 (11.8)	02 (28 6)	04
General	06 (30.0)	02 (18 2)	08 (25.8)	06 (35.3)	04 (57 1)	10
Muslim	05 (25.0)	-	05 (16 1)	05 (29 4)	-	05
Total	20 (100.0)	11 (100.0)	31 (100 0)	17 (100 0)	07 (100.0)	24 1
SC	27 (40.9)	13 (35 1)	40 (38 8)	26 (49.0)	07 (25 9)	33
OBC	05 (7 6)	08 (21.6)	13 (12 6)	03 (5 7)	08 (29 6)	11
General	22 (33 3)	15 (40 5)	37 (35 9)	16 (30 2)	11 (40 7)	27
Muslim	12 (18 2)	01 (2.7)	13 (12 6)	08 (15 1)	01 (3 7)	09
Grand Total	66 (100 0)	37 (100 0)	103 (100 0)	53 (100 0)	27 (100.0)	80 1
	Upto B.A.			B.A. and above		
	M	F	T	M	F	
SC	-	01 (20.0)	01 (8 3)	-	-	
OBC	-	-	-	02 (66 7)	-	02
General	05 (71.4)	04 (80.0)	09 (75.0)	01 (33 3)	04 (100.0)	05
Muslim	02 (28 6)	-	02 (16 7)	-	-	
Total	07 (100.0)	05 (100.0)	12 (100 0)	03 (100.0)	04 (100 0)	07 1
SC	01 (100 0)	02 (33.3)	03 (42.8)	-	-	
OBC	-	02 (33 3)	02 (28 6)	01 (25 0)	01 (100 0)	02
General	-	02 (33.3)	02 (28 6)	03 (75 0)	-	03
Muslim	-	-	-	-	-	
Total	01 (100 0)	06 (100 0)	07 (100.0)	04 (100 0)	01 (100 0)	05 1
SC	-	-	-	02 (40 0)	01 (33 3)	03
OBC	04 (44 4)	01 (50 0)	05 (45 4)	-	-	
General	03 (33.3)	01 (50.0)	04 (36.4)	03 (60 0)	02 (66 7)	05
Muslim	02 (22 2)	-	02 (18.2)	-	-	
Total	09 (100 0)	02 (100 0)	11 (100.0)	05 (100.0)	03 (100 0)	08 1
SC	01 (20.0)	-	01 (9 1)	-	-	
OBC	02 (40.0)	-	02 (18 2)	-	-	
General	02 (40.0)	06 (100.0)	08 (72.7)	02 (100 0)	-	02 1
Muslim	-	-	-	-	-	
Total	05 (100.0)	06 (100 0)	11 (100 0)	02 (100.0)	-	02 1
SC	01 (8 3)	-	01 (5 3)	01 (25 0)	-	01
OBC	02 (16 7)	03 (42 8)	05 (26 3)	02 (50.0)	-	02
General	09 (75 0)	04 (57 1)	13 (68 4)	01 (25 0)	-	01
Muslim	-	-	-	-	-	
Total	12 (100.0)	07 (100.0)	19 (100.0)	04 (100 0)	-	04 1
SC	03 (8.8)	03 (11 5)	06 (10 0)	03 (16.7)	01 (12 5)	04
OBC	08 (23.5)	06 (23.1)	14 (23.3)	05 (27 8)	01 (12 5)	06
General	19 (55.9)	17 (65.4)	36 (60.0)	10 (55 5)	06 (75.0)	16
Muslim	04 (11 8)	-	04 (6.7)	-	-	
Grand Total	34 (100 0)	26 (100 0)	60 (100 0)	18 (100 0)	08 (100 0)	26 1
	Technical & Profession			Total		
	M	F	T	M	F	
SC	-	-	-	28 (52 8)	30 (62 5)	58
OBC	01 (100.0)	01 (100.0)	02 (100.0)	04 (7.5)	02 (4 2)	06
General	-	-	-	15 (28.3)	14 (29.2)	29
Muslim	-	-	-	06 (11.3)	02 (4 2)	08
Total	01 (100 0)	01 (100 0)	02 (100 0)	53 (100 0)	48 (100 0)	101 1
SC	-	-	-	34 (57 6)	29 (55 8)	63
OBC	-	-	-	04 (6 8)	08 (15 4)	12
General	02 (100.0)	01 (100 0)	03 (100.0)	12 (20 3)	08 (15 4)	20
Muslim	-	-	-	09 (15 3)	07 (13 5)	16
Total	02 (100 0)	01 (100.0)	03 (100 0)	59 (100 0)	52 (100 0)	111 1
SC	-	-	-	24 (37 5)	22 (38.6)	46
OBC	-	-	-	08 (12 5)	07 (12.3)	15
General	03 (100.0)	-	03 (100 0)	17 (26 6)	15 (26 3)	32
Muslim	-	-	-	15 (23.4)	13 (22.8)	28
Total	03 (100 0)	-	03 (100.0)	64 (100.0)	57 (100 0)	121

Table 3.6 C

SC				16 36 4	21 37 5	37 37 0
OBC	01 33 3		01 25 0	06 13 6	07 12 5	13 13 0
General	02 66 7	01 100 0	03 5 0	20 45 4	27 48 2	47 47 0
Muslim	-	-	-	02 (4.5)	01 (1.8)	03 (3.0)
Total	03 (100.0)	01 (100.0)	04 (100.0)	44 (100.0)	56 (100.0)	100 (100.0)
SC	-	-	-	14 (16.5)	23 (26.4)	37 (21.5)
OBC	-	-	-	15 (17.6)	23 (26.4)	38 (22.1)
General	01 (33.3)	-	01 (33.3)	29 (34.1)	26 (29.9)	55 (32.0)
Muslim	02 (66.7)	-	02 (66.7)	27 (31.7)	15 (17.2)	42 (24.4)
Total	03 (100.0)	-	03 (100.0)	85 (100.0)	87 (100.0)	172 (100.0)
SC	-	-	-	116 (38.0)	125 (41.9)	241 (39.8)
OBC	02 (12.5)	01 (33.3)	03 (20.0)	37 (12.1)	47 (15.8)	84 (13.9)
General	08 (75.0)	02 (66.7)	10 (66.7)	93 (30.5)	88 (29.5)	181 (29.9)
Muslim	02 (12.5)	-	02 (13.3)	59 (19.3)	38 (12.8)	97 (16.0)
Grand Total	12 (100.0)	03 (100.0)	15 (100.0)	305 (100.0)	298 (100.0)	603 (100.0)

3.3.2.2 Demographic Profile: The study of demographic profile of a region holds an important place in the socio-economic analysis as it enables the planners to understand the composition of population over different age groups. The study of demography of the sample shows that the total number of people was 679 which brings the average size of households to 6 members or close to 6 members. The study also shows that the sample contained a total of 74 children, thereby accounting to about 11 percent of the total, of which the proportion of male were over 13 percent against the females ratio of 8.3 percent. The study shows that in the age group of 7-15 years the proportion of female was almost double to the proportion of male, however, there after, its proportion fell much below the males proportion which is a major cause of concern because it reflects towards females poor upbringing and poor care.

The sample contained over 45 percent of people from 16-35 years and around 16 percent of people from 36-50 years. Together these two groups accounted for over 61 percent of the total of population of the sample. The inter-caste study shows that the two castes that were having the largest share in the sample were the Scheduled Caste and OBC Group. Together, these two accounted for more than 68 percent of the population, while the population of OBC Group was found to be least. (Table 3.7)

Table 3.7

Caste and Demographic Profile of Sample Households

Caste	0-6 Year			7 - 15 Year		
	M	F	T	M	F	T
SC	01 (25.0)	01 (33.3)	02 (28.6)	03 (33.3)	08 (100.0)	11 (64.7)
OBC	01 (25.0)	01 (33.3)	02 (28.6)	01 (11.1)	-	01 5.9
General	01 (25.0)	-	01 (14.3)	04 (44.4)	-	04 (23.5)
Muslim	01 (25.0)	01 (33.3)	02 (28.6)	01 (11.1)	-	01 5.9
Total	04 (100.0)	03 (100.0)	07 (100.0)	09 (100.0)	08 (100.0)	17 (100.0)

Table 3.7 Contd

C		03 (60.0)	-	03 (42.8)	07 (70.0)	09 (60.0)
BC		-	-	-	01 (10.0)	03 (20.0)
General		01 (20.0)	01 (50.0)	02 (28.6)	01 (10.0)	02 (13.3)
Muslim		01 (20.0)	01 (50.0)	02 (28.6)	01 (10.0)	01 (6.7)
Total		05 (100.0)	02 (100.0)	07 (100.0)	10 (100.0)	15 (100.0)
C		01 (10.0)	01 (20.0)	02 (13.3)	08 (61.5)	08 (44.4)
BC		-	02 (40.0)	02 (13.3)	-	02 (11.1)
General		02 (20.0)	-	02 (13.3)	02 (15.4)	04 (22.2)
Muslim		07 (70.0)	02 (40.0)	09 (60.0)	03 (23.1)	04 (22.2)
Total		10 (100.0)	05 (100.0)	15 (100.0)	13 (100.0)	18 (100.0)
C		05 (55.6)	02 (50.0)	07 (53.8)	04 (66.7)	09 (45.0)
BC		-	-	-	02 (33.3)	02 (10.0)
General		04 (44.4)	02 (50.0)	06 (46.2)	-	09 (45.0)
Muslim		-	-	-	-	-
Total		09 (100.0)	04 (100.0)	13 (100.0)	06 (100.0)	20 (100.0)
C		08 (42.1)	03 (23.1)	11 (34.4)	01 (9.1)	04 (21.1)
BC		03 (15.8)	01 (7.7)	04 (12.5)	03 (27.3)	06 (31.6)
General		05 (26.3)	02 (15.4)	07 (21.9)	03 (27.3)	07 (36.8)
Muslim		03 (15.8)	07 (53.8)	10 (31.2)	04 (36.4)	02 (10.5)
Total		19 (100.0)	13 (100.0)	32 (100.0)	11 (100.0)	19 (100.0)
C		18 (38.3)	07 (25.9)	25 (33.8)	23 (46.9)	38 (47.5)
BC		04 (8.5)	04 (14.8)	08 (10.8)	07 (14.3)	13 (16.2)
General		13 (27.7)	05 (18.5)	18 (24.3)	10 (20.4)	22 (27.5)
Muslim		12 (25.5)	11 (40.7)	23 (31.1)	09 (18.4)	07 (8.8)
Grand Total		47 (100.0)	27 (100.0)	74 (100.0)	49 (100.0)	80 (100.0)

	16 - 35 Year			36- 50 Year	
	M	F	T	M	F
C	14 (53.8)	16 (64.0)	30 (58.8)	10 (76.9)	05 (55.6)
BC	01 (3.8)	-	01 (19.6)	01 (7.7)	-
General	08 (30.8)	09 (26.0)	17 (33.3)	01 (7.7)	03 (33.3)
Muslim	03 (11.5)	-	03 (5.9)	01 (7.7)	01 (11.1)
Total	26 (100.0)	25 (100.0)	51 (100.0)	13 (100.0)	09 (100.0)
C	19 (59.4)	12 (54.5)	31 (57.4)	06 (60.0)	05 (62.5)
BC	02 (6.2)	04 (18.2)	06 (11.1)	-	01 (12.5)
General	06 (18.8)	03 (13.6)	09 (16.7)	04 (40.0)	-
Muslim	05 (15.6)	03 (13.6)	08 (14.8)	-	02 (25.0)
Total	32 (100.0)	22 (100.0)	54 (100.0)	10 (100.0)	08 (100.0)
C	11 (30.6)	11 (39.3)	22 (34.4)	05 (55.6)	03 (37.5)
BC	15 (13.9)	04 (14.3)	19 (14.1)	01 (11.1)	-
General	11 (30.6)	06 (21.4)	17 (26.6)	01 (11.1)	04 (50.0)
Muslim	09 (25.0)	07 (25.0)	16 (25.0)	02 (22.2)	01 (12.5)
Total	36 (100.0)	28 (100.0)	64 (100.0)	09 (100.0)	08 (100.0)
C	09 (36.0)	09 (26.0)	18 (36.0)	02 (20.0)	03 (30.0)
BC	02 (8.0)	02 (8.0)	04 (8.0)	02 (20.0)	03 (30.0)
General	12 (48.0)	13 (52.0)	25 (50.0)	06 (60.0)	04 (40.0)
Muslim	02 (8.0)	01 (4.0)	03 (6.0)	-	-
Total	25 (100.0)	25 (100.0)	50 (100.0)	10 (100.0)	10 (100.0)
C	08 (15.7)	13 (31.7)	21 (22.8)	04 (28.6)	06 (35.3)
BC	07 (13.7)	11 (26.8)	18 (19.6)	04 (28.6)	05 (29.4)
General	18 (35.3)	08 (19.5)	26 (28.3)	05 (35.7)	04 (23.5)
Muslim	18 (35.3)	09 (21.9)	27 (29.3)	01 (7.1)	02 (11.18)
Total	51 (100.0)	41 (100.0)	92 (100.0)	14 (100.0)	17 (100.0)
C	61 (35.9)	61 (43.3)	122 (39.2)	27 (48.2)	22 (42.3)
BC	17 (10.0)	21 (14.9)	38 (12.2)	08 (14.3)	09 (17.3)
General	55 (32.4)	39 (27.6)	94 (30.2)	17 (30.3)	15 (28.8)
Muslim	37 (21.7)	20 (14.2)	57 (18.3)	04 (7.1)	06 (11.5)
Grand Total	170 (100.0)	141 (100.0)	311 (100.0)	56 (100.0)	52 (100.0)
	51 & Above Year			Total	
	M	F	T	M	F
C	01 (20.0)	01 (16.7)	002 (18.2)	29 (50.9)	31 (60.8)
BC	01 (20.0)	02 (33.3)	03 (27.3)	05 (8.8)	03 (5.9)
General	02 (40.0)	02 (33.3)	04 (36.4)	16 (28.1)	14 (27.5)
Muslim	01 (20.0)	01 (16.7)	02 (18.2)	07 (12.3)	03 (5.9)
Total	05 (100.0)	06 (100.0)	11 (100.0)	57 (100.0)	51 (100.0)
C	02 (28.6)	03 (42.8)	05 (35.7)	37 (57.8)	29 (53.7)
BC	01 (14.3)	-	01 (7.1)	04 (6.3)	08 (14.8)
General	01 (14.3)	03 (42.8)	04 (28.6)	13 (20.3)	09 (16.7)
Muslim	03 (42.8)	01 (14.3)	04 (28.6)	10 (15.6)	08 (14.8)
Total	07 (100.0)	07 (100.0)	14 (100.0)	64 (100.0)	54 (100.0)

Table

SC	-	-	-	25 (33.8)	23 (37.1)
OBC	02 (33.3)	01 (33.3)	03 (33.3)	08 (10.8)	09 (14.5)
General	03 (50.0)	01 (33.3)	04 (44.4)	19 (25.7)	15 (24.2)
Muslim	01 (16.7)	01 (33.3)	02 (33.3)	22 (29.7)	15 (24.2)
Total	06 (100.0)	03 (100.0)	09 (100.0)	74 (100.0)	62 (100.0)
SC	01 (33.3)	-	01 (25.0)	21 (39.6)	23 (38.3)
OBC	-	-	-	06 (11.3)	07 (11.7)
General	02 (66.7)	01 (100.0)	03 (75.0)	24 (45.3)	29 (48.3)
Muslim	-	-	-	02 (3.8)	01 (1.7)
Total	03 (100.0)	01 (100.0)	04 (100.0)	53 (100.0)	60 (100.0)
SC	01 (11.1)	-	01 (5.6)	22 (21.1)	26 (26.0)
OBC	01 (11.1)	01 (11.1)	02 (11.1)	18 (17.3)	24 (24.0)
General	03 (33.3)	06 (66.7)	09 (50.0)	34 (32.7)	28 (28.0)
Muslim	04 (44.4)	02 (22.2)	06 (33.3)	30 (28.8)	22 (22.0)
Total	09 (100.0)	09 (100.0)	18 (100.0)	104 (100.0)	100 (100.0)
SC	05 (16.7)	04 (15.4)	09 (16.1)	134 (38.1)	132 (40.4)
OBC	05 (16.7)	04 (15.4)	09 (16.1)	41 (11.6)	51 (15.6)
General	11 (36.7)	13 (50.0)	24 (42.8)	106 (31.1)	95 (29.1)
Muslim	09 (30.0)	05 (19.2)	14 (25.0)	71 (20.1)	49 (15.0)
Grand Total	30 (100.0)	26 (100.0)	56 (100.0)	352 (100.0)	327 (100.0)

3.3.2.3 Housing Pattern: The study of housing pattern of sample beneficiaries

in accessing their socio-economic status. The houses of beneficiaries

classified into the following four categories viz. hut, kuchha, Semi Pucca, and

The study of dwelling pattern of sample households shows that about 17

households possessed huts, another 2.5 percent of the households had kuchha

over 52 percent of the households owned semi pucca dwellings and another

percent had pucca dwellings in their possession. Thus, the sample

claiming proportion of households who owned semi-pucca dwellings.

The caste-wise classification of households reveals that the largest

households who were in possession of pucca houses were of general caste

percent followed by Scheduled Caste households where its proportion was

percent. However, a majority (over 42 percent) of the Scheduled Caste

also observed to be living in rental pucca dwellings. The least number of

possession of pucca dwellings were of Muslims (about 8 percent). Incidentally,

households were also having hut dwellings in the possession which, perhaps,

socio-economic status (Table 3.8).

Table 3 8

Caste wise Distribution of Dwellings by their Nature

Year	Caste	Hut	Kuchha	Ardh Pucca	Pucca	T
1996-97	SC	-	-	09 (64.3)	03 (42.9)	1
	OBC	-	-	-	02 (28.6)	0
	General	-	-	03 (21.4)	02 (28.6)	0
	Muslim	-	-	02 (14.3)	-	1
	Total	-	-	14 (100.0)	07 (100.0)	21
1997-98	SC	-	01 (100.0)	08 (61.5)	04 (44.4)	1
	OBC	-	-	02 (15.4)	-	0
	General	-	-	01 (7.7)	04 (44.4)	0
	Muslim	-	-	02 (15.4)	01 (11.1)	0
	Total	-	01 (100.0)	13 (100.0)	09 (100.0)	23
1998-99	SC	-	02 (100.0)	02 (50.0)	04 (30.8)	0
	OBC	-	-	-	03 (23.1)	0
	General	-	-	02 (50.0)	04 (30.8)	0
	Muslim	02 (100.0)	-	-	02 (15.4)	0
	Total	02 (100.0)	02 (100.0)	04 (100.0)	13 (100.0)	21
1999-00	SC	-	-	03 (30.0)	05 (45.5)	0
	OBC	-	-	02 (20.0)	-	0
	General	-	-	04 (40.0)	06 (54.5)	1
	Muslim	-	-	01 (10.0)	-	0
	Total	-	-	10 (100.0)	11 (100.0)	21
2000-01	SC	-	-	05 (23.8)	03 (25.0)	0
	OBC	-	-	05 (23.8)	03 (25.0)	0
	General	-	-	06 (28.6)	05 (41.7)	1
	Muslim	-	-	05 (23.8)	01 (8.3)	0
	Total	-	-	21 (100.0)	12 (100.0)	33
	SC	-	03 (100.0)	27 (43.5)	19 (36.5)	4
	OBC	-	-	09 (14.5)	08 (15.4)	1
	General	-	-	16 (25.8)	21 (40.4)	3
	Muslim	02 (100.0)	-	10 (16.2)	04 (7.7)	1
	Grand Total	02 (100.0)	03 (100.0)	62 (100.0)	52 (100.0)	119

3.3.2.4 Spacing Pattern¹ in the Sample Dwellings: Spacing pattern in the

is a crucial aspect in the overall analysing housing situation. The space refers

is located inside the house and shared by the inmates. If has space is shar

ple, it may lead to various type of environmental and hygienic problems. T

er to study the overall housing scenario, an attempt has also been made t

cing pattern of sample households. The dwellings have been divided into one

ms, three rooms, four rooms and five rooms and above sets.

It could be seen that the sample contained about 17.6 percent of househ

room accommodation, over 48 percent were having two rooms accommoda

1 percent of the households were in possession of three rooms, another 10.1

r rooms dwellings while remaining 8 percent of the sample households even ha

ch had five or more rooms. Thus, it could be said that the sample co

erwhelming proportion of households that had two rooms dwellings. The sec

up being that of one-room dwellings. Together these two groups accounted

of the households which was being shared by on an average by six members. As the rooms are of small sizes, that leaves very little space to be shared which heightens the problems of hygiene, and crowding.

Further, the study also shows that the largest proportion of households that had one or two rooms dwellings was that of Scheduled Caste, General category and Muslims while in the higher category of dwellings, households from General category were more (Table 3.9).

Table 3.9

Caste-wise Housing Status of Sampled Beneficiaries-

Caste	One Room	Two Room	Three Room	Four Room	Fifth & above
SC	03 (100.0)	08 (66.7)	01 (33.3)	-	-
OBC	-	-	01 (33.3)	-	01 (33.3)
General	-	02 (16.7)	01 (33.3)	-	02 (66.7)
Muslim	-	02 (16.7)	-	-	-
Total	03 (100.0)	12 (100.0)	03 (100.0)	-	03 (100.0)
SC	04 (80.0)	08 (72.7)	-	01 (100.0)	-
OBC	01 (20.0)	-	01 (33.3)	-	-
General	-	01 (9.1)	01 (33.3)	-	03 (100.0)
Muslim	-	02 (18.2)	01 (33.3)	-	-
Total	05 (100.0)	11 (100.0)	03 (100.0)	01 (100.0)	03 (100.0)
SC	04 (50.0)	03 (50.0)	-	01 (25.0)	-
OBC	01 (12.5)	-	01 (100.0)	01 (25.0)	-
General	01 (12.5)	02 (33.3)	-	01 (25.0)	02 (100.0)
Muslim	02 (25.0)	01 (16.7)	-	01 (25.0)	-
Total	08 (100.0)	06 (100.0)	01 (100.0)	04 (100.0)	02 (100.0)
SC	01 (33.3)	05 (50.0)	02 (33.3)	-	-
OBC	01 (33.3)	01 (10.0)	-	-	-
General	01 (33.3)	03 (30.0)	04 (66.7)	01 (100.0)	01 (100.0)
Muslim	-	01 (10.0)	-	-	-
Total	03 (100.0)	10 (100.0)	06 (100.0)	01 (100.0)	01 (100.0)
SC	-	05 (26.3)	02 (40.0)	01 (16.7)	-
OBC	-	03 (15.8)	03 (60.0)	02 (33.3)	-
General	-	08 (42.1)	-	03 (50.0)	-
Muslim	02 (100.0)	03 (15.8)	-	-	01 (100.0)
Total	02 (100.0)	19 (100.0)	05 (100.0)	06 (100.0)	01 (100.0)
SC	12 (57.1)	29 (50.0)	05 (27.8)	03 (25.0)	-
OBC	03 (14.3)	04 (6.9)	06 (33.3)	03 (25.0)	01 (10.0)
General	02 (9.5)	16 (27.6)	06 (33.3)	05 (41.7)	08 (80.0)
Muslim	04 (19.0)	09 (15.5)	01 (5.6)	01 (8.3)	01 (10.0)
Grand Total	21 (100.0)	58 (100.0)	18 (100.0)	12 (100.0)	10 (100.0)

3.3.2.5 Household Income Level Pattern: The study of household income of sample households also forms an important base for analysing the socio-economic status. An attempt has, therefore, been made to study the household income levels of the sample beneficiaries. The income levels of the households have been classified into six major categories viz. below Rs. 5,000, 5,000-8,000, 8,000-14,999; 15,000-20,000 and 20,001 and above.

The study shows that of the 119 sample households the number of households in the per annum income level of Rs. 10,999 was only one which accounted for 0.84 percent of the total. The sample, however, contained around 9.2 percent of the households had annual income level between Rs. 11,000-14,999 while another 16.8 percent of households annual income exceeded Rs 15,000 but less than Rs 20,000 while 13.4 percent of households income level of Rs 20,000. Thus, it could be stated that there was an overwhelming majority of households whose socio-economic status was in the lower income category.

The inter caste comparison shows that the two groups that headed the Rs. 11,000-14,999 income level were that of General Caste households and Scheduled Caste households. The upward moving trend has been while the proportion of households from Scheduled Caste group moves from Rs. 11,000 category upwards to Rs 20,000 per annum category. The proportion for households from General Caste group (Table 3.10)

Table 3.10

Annual Income of Beneficiaries Households

Caste	Below 5000	5001-8000	8001-11499	11500-14999	15000-20000	20000 & above
SC	-	-	01 (100.0)	02 (100.0)	03 (60.0)	06 (46.2)
OBC	-	-	-	-	-	02 (15.4)
General	-	-	-	-	01 (20.0)	04 (30.8)
Muslim	-	-	-	-	01 (20.0)	01 (7.7)
Total	-	-	01 (100.0)	02 (100.0)	05 (100.0)	13 (100.0)
SC	-	-	-	04 (80.0)	-	09 (52.9)
OBC	-	-	-	01 (20.0)	-	01 (5.9)
General	-	-	-	-	-	05 (29.4)
Muslim	-	-	-	-	01 (100.0)	02 (11.8)
Total	-	-	-	05 (100.0)	01 (100.0)	17 (100.0)
SC	-	-	-	01 (50.0)	04 (80.0)	03 (21.4)
OBC	-	-	-	-	-	03 (21.4)
General	-	-	-	-	01 (20.0)	05 (35.7)
Muslim	-	-	-	01 (50.0)	-	03 (21.4)
Total	-	-	-	02 (100.0)	05 (100.0)	14 (100.0)
SC	-	-	-	02 (100.0)	03 (60.0)	03 (21.4)
OBC	-	-	-	-	01 (20.0)	01 (7.1)
General	-	-	-	-	01 (20.0)	09 (64.3)
Muslim	-	-	-	-	-	01 (7.1)
Total	-	-	-	02 (100.0)	05 (100.0)	14 (100.0)
SC	-	-	-	-	01 (33.3)	07 (23.3)
OBC	-	-	-	-	01 (33.3)	07 (23.3)
General	-	-	-	-	-	11 (36.7)
Muslim	-	-	-	-	01 (33.3)	05 (16.7)
Total	-	-	-	-	03 (100.0)	30 (100.0)
SC	-	-	01 (100.0)	09 (81.8)	11 (57.9)	28 (32.2)
OBC	-	-	-	01 (9.1)	02 (10.5)	13 (14.9)
General	-	-	-	-	03 (15.8)	34 (39.1)
Muslim	-	-	-	01 (9.1)	03 (15.8)	12 (13.8)
Grand Total	-	-	01 (100.0)	11 (100.0)	19 (100.0)	87 (100.0)

3 4 Attendance Level

The record on the attendance level of the beneficiaries was collected mainly from the two sources viz. from all the twelve resource persons and from the daily attendance register maintained by the officer of the institute.

The attendance level of beneficiaries, according to the resource persons or trainers was, generally, high and the plausible reason for this could be the fact that the beneficiaries have to pay for it, as the institute conduct only those courses that are paid ones. Thus, if the beneficiaries pays, then their interest naturally arises and they attend it regularly. When asked to quantify the beneficiaries level of regular attendance, 11 out of 12 resource persons or over 91 percent of the total stated the level of attendance to be between 85 to 90 percent. The remaining one termed it between 80 to 85 percent. This was also verified by the evaluating team members when they randomly validated some of the course registers maintained at the office of the institute.

However, despite maintaining a high level of attendance, there were at times, cases of absenteeism. The subsequent enquiry into it revealed that about 67 percent could not come to the training centre on account of some urgent work, about 25 percent missed the training because of illness, while about 8 percent also stated the problems arising on account of males. It may be pointed out that a majority of classes are held in the evening, which, at times, proved to be a hindrance for the trainees or beneficiaries. However, their number was quite small. The prominent factors as stated by the resource persons have been summarised below (Table 3.11).

Table 3.11
Reasons for not Attending Training Centres

Sl No	Factors	Frequency
1	On account of other pressing work	8 (66.7)
2	On account of illness	3 (25.0)
3	Problem arising on account of Male	1 (8.3)
	Total	12 (100.0)

Source : (i) Resource Persons
(ii) Attendance Register
Note : Figures in bracket denote column percentage.

3.5 Completion of Course or Dropout Rate

It has already been mentioned earlier, that the institute run only these course that require payment by the beneficiaries to get enrolled. And once the beneficiaries enrolled, his interest is naturally ignited and aroused. He, therefore, makes an effort to attend the course

lyt the completion of course. However, despite a this the possibility of absence could not be ruled out. The case of absenteeism has already been discussed. In addition, an attempt has been made to study the pattern of drop out, if any, and to identify the factors responsible for it.

The perusal of the table reveals that in all there were 48 such beneficiaries, amounting to over 40 percent, who were not productively engaged and thus came under the category of failure. However, the detail inquiry reveals that out of these 48 only 10, or 21 percent of the total, who could not learn the trade in which they were engaged. These were the cases of absolute failures. About 9 percent of the beneficiaries were engaged in production activity as they were not able to purchase machine, and about 12 percent were deprived of loan facility, hence could not start their own enterprise. This included some 5 percent of the beneficiaries who did not set up their enterprise for commercial purpose as they had learnt the trade for domestic use only and hence were not included in failure category while another small groups of about 5 percent of the beneficiaries were also not in productive business as they were students and were yet completing their education. The subsequent talk with them revealed that they all had the intention of setting up their own production unit or initially joining some group to gain experience. Thus, it could be said that through suitable policy orientation, many of the failures could be effectively checked. What is required is the coordination between the government, banks and the government to rehabilitate or establish these unemployed persons (Table 3.12).

Table 3.12
Factors Related to Unproductive Status of Beneficiaries

Caste	Could not Learn Properly			Could not Purchase Machine	
	M	F	T	M	F
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	-	-	-
SC	01 (100.0)	03 (100.0)	04 (100.0)	-	01 (50.0)
OBC	-	-	-	-	01 (50.0)
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	01 (100.0)	03 (100.0)	04 (100.0)	-	02 (100.0)
SC	01 (100.0)	01 (100.0)	02 (100.0)	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	01 (100.0)	01 (100.0)	02 (100.0)	-	-

Cont Table

SC	-	02 (100.0)	02 (100.0)	01 (100.0)	02 (100.0)
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	02 (100.0)	02 (100.0)	01 (100.0)	02 (100.0)
SC	-	01 (25.0)	01 (20.0)	-	01 (16.7)
OBC	-	-	-	-	02 (33.3)
General	-	01 (25.0)	01 (20.0)	-	02 (33.3)
Muslim	01 (100.0)	02 (50.0)	03 (60.0)	-	01 (16.7)
Total	01 (100.0)	04 (100.0)	05 (100.0)	-	06 (100.0)
SC	02 (66.7)	07 (70.0)	09 (69.2)	01 (100.0)	04 (40.0)
OBC	-	-	-	-	03 (30.0)
General	-	01 (10.0)	01 (7.7)	-	02 (20.0)
Muslim	01 (33.3)	02 (20.0)	03 (23.1)	-	01 (10.0)
Grand Total	03 (100.0)	10 (100.0)	13 (100.0)	01 (100.0)	10 (100.0)
	Loan Facility was Not available			Learn for Domestic P	
	M	F	T	M	F
SC	-	04 (100.0)	04 (100.0)	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	04 (100.0)	04 (100.0)	-	-
SC	-	01 (50.0)	01 (50.0)	-	01 (100.0)
OBC	-	01 (50.0)	01 (50.0)	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	02 (100.0)	02 (100.0)	-	01 (100.0)
SC	-	02 (50.0)	02 (40.0)	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	01 (100.0)	02 (50.0)	03 (60.0)	-	-
Total	01 (100.0)	04 (100.0)	05 (100.0)	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	03 (100.0)
Muslim	-	-	-	-	-
Total	-	-	-	-	03 (100.0)
SC	01 (100.0)	-	01 (100.0)	-	01 (50.0)
OBC	-	-	-	-	-
General	-	-	-	-	01 (50.0)
Muslim	-	-	-	-	-
Total	01 (100.0)	-	01 (100.0)	-	02 (100.0)
SC	01 (50.0)	07 (70.0)	08 (66.7)	-	02 (33.3)
OBC	-	01 (10.0)	01 (8.3)	-	-
General	-	-	-	-	04 (66.67)
Muslim	01 (50.0)	02 (20.0)	03 (25.0)	-	-
Grand Total	02 (100.0)	10 (100.0)	12 (100.0)	-	06 (100.0)
	Completing Trainers/Studies			Total	
	M	F	T	M	F
SC	-	-	-	-	04 (100.0)
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	-	-	04 (100.0)
SC	-	01 (100.0)	01 (100.0)	01 (100.0)	07 (77.8)
OBC	-	-	-	-	02 (22.2)
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	01 (100.0)	01 (100.0)	01 (100.0)	09 (100.0)
SC	-	-	-	01 (50.0)	03 (60.0)
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	01 (50.0)	02 (40.0)
Total	-	-	-	02 (100.0)	05 (100.0)

Cont T.

SC	-	-	-	01 (100.0)	04 (44.4)
OBC	-	-	-	-	-
General	-	02 (100.0)	02 (100.0)	-	05 (55.6)
Muslim	-	-	-	-	-
Total	-	02 (100.0)	02 (100.0)	01 (100.0)	09 (100.0)
SC	-	01 (33.3)	01 (33.3)	01 (50.0)	04 (26.7)
OBC	-	02 (66.7)	02 (66.7)	-	04 (26.7)
General	-	-	-	-	04 (26.7)
Muslim	-	-	-	01 (50.0)	03 (20.0)
Total	-	03 (100.0)	03 (100.0)	02 (100.0)	15 (100.0)
SC	-	02 (33.3)	02 (33.3)	04 (66.7)	22 (52.4)
OBC	-	02 (33.3)	02 (33.3)	-	06 (14.3)
General	-	02 (33.3)	02 (33.3)	-	09 (21.4)
Muslim	-	-	-	02 (33.3)	05 (11.9)
Grand Total	-	06 (100.0)	06 (100.0)	06 (100.0)	42 (100.0)

Caste & Genderwise Distribution of Trade: Among Beneficiaries

The institute has been imparting vocational training in various fields, disciplines. Some of the trades are repeated every year and often in the same final year on account of the demand among the beneficiaries and also because of their social utility. An attempt has, therefore, been made to study the nature of courses through the popularity chart among beneficiaries and the distribution of these courses among caste groups.

For studying the nature of courses and their distribution among beneficiaries, the following table has been listed at one end along with their duration and the caste distribution of beneficiaries on the other. The perusal of the distribution of courses shows that the most popular courses, in the sample, were tailoring and dress making, and course on resin bag making. These two accounted for over 29 percent of the total beneficiaries. The other most popular course was the general course on tailoring, which accounted for 14.3 percent of total beneficiaries. Amongst the least popular courses, in terms of beneficiaries, were courses on rakhi making, detergent making, cooking, agarbati making, oil-painting, etc. These courses accounted less than one percent of the beneficiaries.

Further, among the Scheduled Caste group the two most popular courses were tailoring and dress-making and resin bag making, as together these two accounted for 26.7 percent of the beneficiaries while the courses on mehandi and agarbati making were the least popular course, each drawing around 2 percent of the beneficiaries. In the OBC category, again course on tailoring and dress making and computer figured prominently. These two were accounting for more than 64 percent of the total beneficiaries.

as courses on refrigeration embroidery knitting and general tailoring were popular courses. Each of them were drawing around 6 percent of the beneficiaries. Among general Section beneficiaries, the two most popular courses were, undoubtedly, refrigeration and computer. The total clientele they both drew was over 32 percent, while other popular courses were nursing, beautician, oil-painting, mehendi, surf making etc. Each of these courses hardly drew 3 percent of the beneficiaries. The two popular courses in Muslims category were refrigeration and iron and mixie machines each of these drew 6 percent of the beneficiaries while tailoring and dress making and embroidery was the most popular trade among them, which drew around 6 percent of the beneficiaries caste (T

Table 3.13

Caste & Gender wise Distribution of Trades/Courses of Beneficiaries in Jodhpur

Name of the Courses	Duration in Month	SC		
		M	F	T
P G Diploma in Marketing	More than 6 month	-	-	-
Computer	More than 6 month	-	-	-
Nursing	More than 6 month	01 (50.0)	-	01 (2.0)
Electrification	More than 6 month	-	-	-
Refrigeration	6 month	-	01 (2.1)	01 (2.0)
Computer	6 month	-	-	-
Tailoring Dress Making	6 month	-	09 (19.1)	09 (18.0)
Raxne Bag	6 month	-	06 (12.8)	06 (12.2)
Knitting	6 month	-	02 (4.3)	02 (4.1)
Embroidery	6 month	-	05 (10.6)	05 (10.2)
Refrigeration	4 month	-	-	-
Embroidery	4 month	-	-	-
Beautician	4 month	-	-	-
Knitting	4 month	-	-	-
Tailoring	4 month	-	-	-
Embroidery	3 month	-	09 (19.1)	09 (18.4)
Caning	3 month	-	02 (4.3)	02 (4.1)
Canvas Bag	3 month	-	01 (2.1)	01 (2.0)
Knitting	3 month	-	02 (4.3)	02 (4.1)
Chair Weaving	3 month	01 (50.0)	01 (2.1)	02 (4.1)
Oil Painting	3 month	-	-	-
Soft Toys	1 month	-	-	-
Mehandi	1 month	-	02 (4.3)	02 (4.1)
Aarbatti	1 month	-	01 (2.1)	01 (2.0)
Surf Making	Less than 1 month	-	01 (2.1)	01 (2.0)
Cooking	Less than 1 month	-	-	-
Iron Mixy	Less than 1 month	-	-	-
detergent	Less than 1 month	-	-	-
Mombatti	Less than 1 month	-	03 (6.4)	03 (6.1)
Rakhi Making	Less than 1 month	-	-	-
Aarbatti	Less than 1 month	-	02 (4.3)	02 (4.1)
Grand Total		02 (100.0)	47 (100.0)	49 (100.0)

Cont. Table 3

		OBC		
		M	F	T
3 Diploma in Marketing	More than 6 month	-	-	-
Computer	More than 6 month	-	-	-
Nursing	More than 6 month	-	-	-
Electrification	More than 6 month	-	-	-
Refri geration	6 month	01 (20.0)	-	01 (5.9)
Computer	6 month	04 (80.0)	-	04 (23.5)
Sewing Dress Making	6 month	-	07 (58.3)	07 (41.2)
Waxine Bag	6 month	-	-	-
Knitting	6 month	-	-	-
Embroidery	6 month	-	01 (8.3)	01 (5.9)
Refri geration	4 month	-	-	-
Embroidery	4 month	-	-	-
Beautician	4 month	-	-	-
Knitting	4 month	-	-	-
Sewing	4 month	-	01 (8.3)	01 (5.9)
Embroidery	3 month	-	01 (8.3)	01 (5.9)
Knitting	3 month	-	-	-
Canvas Bag	3 month	-	-	-
Knitting	3 month	-	-	-
Chair Weaving	3 month	-	-	-
Oil Painting	3 month	-	-	-
Soft Toys	1 month	-	-	-
Mehandi	1 month	-	-	-
Arbatti	1 month	-	-	-
Surf Making	Less than 1 month	-	02 (16.7)	02 (11.8)
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	-	-
Grand Total		05 (100.0)	12 (100.0)	17 (100.0)
		General		
		M	F	T
3 Diploma in Marketing	More than 6 month	02 (9.5)	-	02 (5.4)
Computer	More than 6 month	02 (9.5)	-	02 (5.4)
Nursing	More than 6 month	-	01 (6.3)	01 (2.7)
Electrification	More than 6 month	02 (9.5)	-	02 (5.4)
Refri geration	6 month	06 (28.6)	01 (6.3)	07 (18.9)
Computer	6 month	05 (23.8)	-	05 (13.5)
Sewing Dress Making	6 month	02 (9.5)	02 (12.5)	04 (10.8)
Waxine Bag	6 month	-	-	-
Knitting	6 month	-	-	-
Embroidery	6 month	-	-	-
Refri geration	4 month	02 (9.5)	-	02 (5.4)
Embroidery	4 month	-	03 (18.7)	03 (8.1)
Beautician	4 month	-	01 (6.3)	01 (2.7)
Knitting	4 month	-	-	-
Sewing	4 month	-	-	-
Embroidery	3 month	-	-	-
Knitting	3 month	-	-	-
Canvas Bag	3 month	-	-	-
Knitting	3 month	-	-	-
Chair Weaving	3 month	-	-	-
Oil Painting	3 month	-	01 (6.3)	01 (2.7)
Soft Toys	1 month	-	02 (12.5)	02 (5.4)
Mehandi	1 month	-	01 (6.3)	01 (2.7)
Arbatti	1 month	-	-	-
Surf Making	Less than 1 month	-	01 (6.3)	01 (2.7)
Knitting	Less than 1 month	-	01 (6.3)	01 (2.7)
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	01 (6.3)	01 (2.7)
Knitting	Less than 1 month	-	-	-
Knitting	Less than 1 month	-	01 (6.3)	01 (2.7)
Arbatti	Less than 1 month	-	-	-
Grand Total		21 (100.0)	16 (100.0)	37 (100.0)

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		Muslim		
		M	F	
P G Diploma in Marketing	More than 6 month	-	-	-
Computer	More than 6 month	-	-	-
Nursing	More than 6 month	02 (14.3)	-	02 1
Electrification	More than 6 month	-	-	-
Refrigeration	6 month	05 (35.7)	-	05 3
Computer	6 month	-	-	-
Tailoring Dress Making	6 month	01 (7.1)	-	01 6
Raxine Bag	6 month	-	-	-
Knitting	6 month	-	-	-
Embroidery	6 month	-	-	-
Refrigeration	4 month	-	-	-
Embroidery	4 month	01 (7.1)	-	01 6
Beautician	4 month	-	-	-
Knitting	4 month	-	-	-
Tailoring	4 month	-	-	-
Embroidery	3 month	-	-	-
Caning	3 month	-	-	-
Canvas Bag	3 month	-	02 (100.0)	02 1
Knitting	3 month	-	-	-
Chair Weaving	3 month	-	-	-
Oil Painting	3 month	-	-	-
Soft Toys	1 month	-	-	-
Mehandi	1 month	-	-	-
A arbatti	1 month	-	-	-
Surf Making	Less than 1 month	-	-	-
Cooking	Less than 1 month	-	-	-
Iron Mixy	Less than 1 month	05 (35.7)	-	05 0
detergent	Less than 1 month	-	-	-
Mombatti	Less than 1 month	-	-	-
Rakhi Making	Less than 1 month	-	-	-
A arbatti	Less than 1 month	-	-	-
Grand Total		14 (100.0)	02 (100.0)	16 1
		Total		
		M	F	
P G Diploma in Marketing	More than 6 month	02 (4.8)	-	02 1
Computer	More than 6 month	02 (4.8)	-	02 1
Nursing	More than 6 month	03 (7.1)	01 (1.3)	04 0
Electrification	More than 6 month	02 (4.8)	-	02 1
Refrigeration	6 month	12 (28.6)	02 (2.6)	14 1
Computer	6 month	09 (21.4)	-	09
Tailoring Dress Making	6 month	03 (7.1)	18 (23.4)	21 1
Raxine Bag	6 month	-	06 (7.8)	06 5
Knitting	6 month	-	02 (2.6)	02 1
Embroidery	6 month	-	06 (7.8)	06 5
Refrigeration	4 month	02 (4.8)	-	02 1
Embroidery	4 month	01 (2.4)	03 (3.9)	04 0
Beautician	4 month	-	01 (1.3)	01 0
Knitting	4 month	-	-	-
Tailoring	4 month	-	01 (1.3)	01 0
Embroidery	3 month	-	10 (13.0)	10 8
Caning	3 month	-	02 (2.6)	02 1
Canvas Bag	3 month	-	03 (3.9)	03 2
Knitting	3 month	-	02 (2.6)	02
Chair Weaving	3 month	02 (2.4)	01 (1.3)	02
Oil Painting	3 month	-	01 (1.3)	01 0
Soft Toys	1 month	-	02 (2.6)	02
Mehandi	1 month	-	03 (3.9)	03 2
A arbatti	1 month	-	01 (1.3)	01 0
Surf Making	Less than 1 month	-	04 (5.2)	04
Cooking	Less than 1 month	-	01 (1.3)	01 0
Iron Mixy	Less than 1 month	05 (11.9)	-	05 4
detergent	Less than 1 month	-	01 (1.3)	01 0
Mombatti	Less than 1 month	-	03 (3.9)	03 2
Rakhi Making	Less than 1 month	-	01 (1.3)	01 0
A arbatti	Less than 1 month	-	02 (2.6)	02
Grand Total		42 (100.0)	77 (100.0)	119

Analysis of the Non Human Inputs

In this section, an attempt has been made to study the Status of funds. It primarily, deals with their income, fees from learners, nature of expenditure of funds and their utilisation pattern. Further it also studies the availability of space, furniture, equipments and new material etc.

Income & Sources of Income

The income, and the sources of income of the institutes have been clearly defined in the guidelines issued by the Ministry of Human Resource Development. These institutes are broadly classified into three categories that depend upon the nature of the work, the quantum of work that is being carried out by that institution. The guidelines provide assistance for recurring and non-recurring expenditure for these categories summarised below:

Recurring Expenditure (Rs. in Lakh)			
	A	B	C
Emoluments*	16.0	15.0	13.0
Honorarium	8.0	5.0	5.0
Office Expenditure	5.0	5.0	4.0
Teaching Learning Material	6.0	5.0	3.0
Total**	35.0	30.0	25.0

*Includes EPE and Gravity

**Approved provision or actual expenditure, whichever is less

Guidelines of the Ministry of HRD, New Delhi

Non Recurring Expenditure (Rs. in Lakh)		
	A	B & C
Vehicle*	4.0	4.0
Computers with Printers**	3.0	0.75
Audio-visual Equipments**	1.0	0.35
Photo Copier	1.50	1.50
Fax Machine**	0.25	0.25
Course related material equipment	5.0	3.15
Miscellaneous Expenses	0.25	-
Total	15.0	10.0

*For the purpose of vehicle would be released upto a maximum of Rs. 4.0 lakhs or actual cost whichever is less to these SVPs who do not have a vehicle.

**If sanctioned to an organisation which also has a State Resource Centre (SRC), equipment for fax and audio-visual equipment may be shared as far as possible between SVP and SRC. Fresh grants for these equipments may not be necessary.

The guidelines further states that in addition, the institutions would also be eligible for grant of Rs. 20.0 lakhs for the construction or repair of SVP building. However, this grant would be released subject to some conditions. The SVPs would be motivated to try to accommodate as far as possible. The guidelines also lays down conditions on the broad category under which the funds are to be re-appropriated would be (a)

(b) office expenditure (c) programme expenditure However the approval to any e-approval should be obtained by the institute when the representative of the Government of India is present at the meeting.

In addition, the SVPs are also encouraged to create development fund, the resources for which are to be created from the following heads:

- (a) fees collected from trainees,
- (b) donations,
- (c) consultancy fee for the programmes conducted by the institute on behalf of the other departments and
- (d) any income other than grant-in-aid received from the Government of India

The sources of SVPs are the funds released by Zilla Saksharta Samities to manage continuing education centres and thus, the amount released would be in proportion to the number of centres allotted to it. In this connection, it is pertinent to note that the institutes are not directed to seek any grants from other Departments for implementing their programmes without the specific approval of the Government of India. It is mandatory for all institutes to reflect on all the grant received by them in their annual statement of audited account and unspent amount of such grant be credited to the development fund account.

It is against this backdrop, the sources of income of the institute have been analysed. The details of account of five years of the institution have been presented in Table 3.14

Table 3.14

Details of the Sources of Income of the Institute

Sources of Income	1996-97	1997-98	1998-99	1999-00
Grant from Govt. of India	2,09,000.00 (50.8)	2,00,000.00 (14.8)	2,00,000.00 (33.8)	22,60,000.00 (99.3)
From State Govt. DRDA	-	-	3,40,000.00 (57.4)	-
Donations	-	-	-	-
Course Fee/ Registration Fee	15,78,980.00 (38.4)	9,90,820.00 (73.1)	-	-
Other Sources (Interest)	71,339 (1.7)	63,706 (4.7)	37,876 (6.4)	15,954 (0.7)
DRDA Scheme from Development Scheme	3,36,815.00 (8.2)	1,00,000.00 (4.7)	14,150.00 (6.4)	-
Any other NGOs	8,467 (0.2)	-	-	-
Total	23,08,842.33 (100.0)	21,45,681.00 (100.0)	20,46,602.01 (100.0)	22,89,423.00 (100.0)

Source: Various issues of Annual Report

The study of the table shows that major sources of income of the institute have been the annual grant received from the Government of India followed by the amount received from course fee and registration fees. Together these two heads account for more than 80 per cent of the total income.

of the total income. However, the other minor sources of the institute were interests payment and amount received from development schemes etc. Further, the perusal of table also shows that there has been a great deal of fluctuation in the amount received as an annual grants. The plausible reason could be that the institute could not have submitted the audited statement of grants received in previous years. This apprehension also stems out of the fact that the institute has also been receiving payment in the form of interest from the bank.

3.8 Expenditure Pattern of the Institute

The study of expenditure pattern of the institute forms a crucial base for accessing its true state of health. To what extent an institute can remain viable or vibrant would depend to a large extent upon the resources it has on its command. An attempt, has, therefore been made to study the expenditure of the institute in the last five years viz. 1996-97 to 2000-01.

Further, the major heads on which the expenditure has been shown are emoluments/salaries and allowances which includes TA/DA, honorarium/conveyance for resource persons, office expenditure, teaching learning materials, non-recurring, DRDA programmes expenditure, programme expenditure and any other expenditure.

The study of expenditure pattern shows that the major heads on which the institution was spending, of late, was on emoluments, salaries and allowances, honorarium/conveyance to resource persons and on teaching and learning materials. If we observe the trend of these expenses, it shows a marginal incline on emoluments, office expenditure and honorarium. The emoluments have inclined from 51.2 percent in 1996-97 to 52.3 percent in 1999-2000 before settling down at 49.2 percent and in the process it has marginally outstepped the limit proposed in the guideline. Similarly expenses on honorarium have also been progressively inclined from 18.4 percent in 1998-99 to over 20 percent in 2000-01 which was also higher than the limit fixed in the guidelines. Another aspect has been that the expenses on vital items like teaching and learning material had been shockingly low in 1998-99 and 1999-2000 before returning to some respectable limits of 18 percent in 2000-01. Thus, it could be said that expenses on vital items like teaching and learning needs to be strengthened to make the institution vibrant. Likewise, expenditure on items like office expenses also needs to be kept in check. Though expenses on honorarium has marginally outstepped the limits spelt out by

guidelines however it may be overlooked at least for some time because it indicates institutes capability of organising more vocational training programmes

The study of income and expenditure pattern of the institute shows that, of the five years that have been studied, it has been put on loss in three consecutive years 1997-98, 1998-99 and 1999-2000 only in 1996-97 and 2000-01 it had a positive balance. Thus it could be said that under the present circumstances they are, at best, evenly breaking out and to expect them to undertake more activities would be too unrealistic. Now the scope of activities has also been enlarged, it is therefore necessary that these grants are upgraded vertically so that they could do justice to their responsibilities (Table 8.15)

Table 3.15
Expenditure Pattern of the Institute

Head of Expenditure	1996-97	1997-98	1998-99	1999-00
Emoluments/Salaries and Allowances including TA/DA	11,81,920.00 (51.2)	12,31,555.00 (57.4)	10,57,919.00 (51.7)	11,96,986.00 (52.3)
Honorarium/Conveyance for resources persons	-	-	3,77,529.00 (18.4)	3,77,575.00 (16.5)
Office Expenditure	3,03,074.98 (13.1)*	3,38,250.00 (15.8)*	4,98,082.88 (24.3)	4,89,712.00 (21.4)
Teaching Learning Materials	-	-	6432.00 (0.3)	9517.00 (0.4)
Non recurring	-	-	9243.60 (0.5)	9706.00 (0.4)
DRDA Programme expenditure	-	-	97,394.75 (4.8)	2,05,927.00 (9.0)
Programme expenditure	6,33,127.35 (27.4)	5,69,940.00 (26.6)	-	-
Any other	1,90,720.00 (8.3)	5936.00 (0.3)	-	-
Total	18,06,094.33 (100.0)	21,45,681.00 (100.0)	20,46,602.01 (100.0)	22,89,423.00 (100.0)
Balance		7,91,155.00	14,54,576.00	13,469.00

* including vehicle and other charges.

Source : Annual Report of various years

3.9 Fee Structure & Honorarium Pattern

The institute organises different kind of vocation courses of various duration therefore the fees structure of these courses varies a lot. The perusal of courses organised by it shows that the duration of courses varies from one day to seven days, one month to one month and more. The fee structure also varies accordingly. It was observed that for long duration courses, the fee level was understandably higher while for short term courses the fee structure was less. Further, the fee structure of the course also depends, to a large extent, upon the nature of programme i.e. if the programme was declared as a campus programme then its fee was relatively higher whereas for extension programme its fee was much lower.

Fee structure for vocational programmes organised in sums was minimum. The fee structure of these categories viz. campus programmes, extension programmes and non-campus programmes could not be obtained either in the annual reports or with the institutions.

Similarly, it was also found that the honorarium of the resource persons was varying according to the nature of courses, for instance, the resource persons taking the course in Refrigeration or TV mechanics was being offered Rs. 1250/- per month while the resource person taking the course in Handi application on cooking etc. offered more Rs. 800/- as an honorarium. The honorarium was also fixed in some courses like that of soap making, shampoo making or that of Chalk making. To name a few. It was also observed that for some courses the institution was not offering honorarium. The other details of the courses/programmes along with their duration and honorarium are presented in Table 3.16.

Table 3.16

Profile of Courses, Duration, Fee Structure and Stipend Pattern

Name of Courses	Duration in Session days/Month	Fees Charged per candidate (in Rs)	Stipend for Resource Person (Per Month)
Soap Making	3 days	-	
Shampoo Making	3 days	-	
Detergent Making	3 days	-	
Flower Making	3 days	-	
Sewing Machine Repairing	3 days	-	
Greeting Card Making	3 days	-	
Greeting Card Making (FNL)	3 days	-	
Mehandi Application	25 days	100	800
Chalk Making	25 days	-	
Cooking	25 days	100	800
Roxine Bag (Canvas)	2 months	150	800
Hand Embroidery (FNL)	2 months	-	800
English Speaking	2 months	350	150
Computer (Word Processing)	2 months	700	150
Typewriting (Hindi)	3 months	150	120
Typewriting (English)	3 months	150	120
Refrigeration & AC	4 months	500	1250
TV Technology	4 months	400	1250
Dress Making (FNL)	4 months	-	800
Computer MS Office	4 months	-	150
Beauty Culture	4 months	1000	800
Embroidery	4 months	150	800
Computer Operator	5 months	2100	150
Dress Making (For Neo Literate)	5 months	270	800
Stenography (English)	5 months	350	150
Computer Operator	5 months	2100	150
Stenography (Hindi)	5 months	350	120
MLT Assistant	8 months	2200	150
Dress Making	5 months	300	800
Painting	2 months	300	800
Soft Toys Making	1 month	-	500

3.10 Infrastructural facilities

Infrastructural facilities play an important role in the performance of the institute. Hence an attempt has been to study the level of infrastructural facilities available in the institute or with their collaborating agencies. The evaluation of infrastructural facilities is based on the study team, personal observation by visiting at least twenty training centres besides the institutes premises, talks with resource persons as well as the beneficiaries selected randomly.

3.10.1 Space (Adequacy and Suitability): It was found that when the training was being organised inside the premises of the institute or in collaborating agencies premises, the problem of space was not felt. However, at times, when some courses attracted beneficiaries in large number, then the problem of sharing the space was observed, it also restricted the movement in the class both of the resource person and beneficiaries which, at times, affected the quality of teaching. Further, it was also found out the resource persons did not have sufficient time to discuss the theory as much of the time was devoted to practical sessions only which, in our view, was a unidimensional approach.

The problem of space arose particularly in case of extension programmes, as the institute searched for a place that did not incur rent. Many a time, they got places that had lesser space or few rooms. Which again throws the problem of both space and movement

3.10.2 Furniture: For catering to the needs of office, the institute was having adequate furniture. However, it was also observed in these courses that attracted large number of beneficiaries, the problem for seating furniture appeared to be conspicuous. It was also observed in the case of in-house training or campus training, the number of furniture was in proportion to the size or dimensions of the room, and further addition of furniture was not feasible as it only added to the problem of movement both of resource persons in beneficiaries and congestion as a result of which the beneficiaries at times, had to share the space or furniture.

Further, it was also observed that furniture was being used only in some programmes like that of beautician, television mechanics, spoken english or sewing classes. In other training classes the mat was being provided for in-house or campus training programme. However, in extension programmes, it was seen that even provision of mat was not there.

Thus, the problem of furniture as well as space appeared to be more acute in extension programmes.

3.10.3 Tool or Equipment: It was observed, in the case of equipments, the institution, at the beginning of the course provided it to the beneficiaries, however, if the equipment malfunctioned or got broken, it was not replaced and the beneficiaries had to buy it for himself. Thus, it could be said that, by and large, there was no problem of equipment, as such, however, in some courses like that of TV mechanics, computer courses, refrigeration, etc., the shortage of equipment was felt. This apprehension, largely stems out of the fact as the beneficiaries are given training in the machines in the batches of twenty. In case of tailoring, the number of machines, in the training venue, was generally two or three in number. Even if the period of training is of six months, our estimate, is that a beneficiary hardly get time to operate in the machine for less than 28 hours during the entire period of training which was too little to provide them necessary confidence. Therefore, it is argued that the training venue should have higher number of machines which enables the beneficiaries to develop adequate exposure and confidence.

3.10.4 Raw-Material: Similar was the case of raw material. It was provided, for the first time by the institution and its quantity was quite limited. However, thereafter, it was to be managed by the beneficiaries themselves, which at times, was proving quite problematic for the beneficiaries.

On the question of its quality, the resource persons, were generally satisfied by it through some of them also added that its quality could, further be improved.

Thus, in the light of above arguments it is argued that supply of raw material be ensured to the beneficiaries for that they may be asked to pay for it because non-availability not only creates problem for the beneficiaries but also hampers their progress in learning the trade.

Chapter- Four

Analysis of Through put

The analysis of through put has been attempted by dividing this section, broadly, into four parts. The first part, primarily, deals with the management aspect of the institutions which include various administrative task that are performed by it, the constitution and functioning of the Board of Management and other-bodies, the team work of the staff, the nature and extent of relationships of the institution with Zilla Saksharta Samiti and finally its relationship with other central and state government. Similarly, the relationship of the institution with its permanent body has also been discussed.

4.1 Evaluation of Management

On the formation of management, the guideline of the Ministry of Human Resource Development clearly states that each of these institution should be registered independently under the societies Registration Act of 1860 recording to the Memorandum of Association and By laws provided by the Government of India.

The affairs of the institute are managed by a Board of Management (BOM) whose composition has already been discussed in the earlier chapters. It is headed by the Chairman and at its first meeting, one non-official member of the Board of Management is to be selected as the Vice chairman.

In the event of the institute being set up by a university, the Vice-Chancellor or his nominee, not below the rank of Dean of the faculty shall be the chairman of BOM, however in case of the institute being set up by a voluntary agency, where the president of the parent body is not the chairman of the institute, then the Governing Body of the parent organisation shall be nominating any member of the Governing Body of the parent organisation to be the Chairman of the institute. Likewise, in the event of the institute being not registered and also not affiliated to any voluntary organisation or university, the chairman would be decided by the Government of India. An Executive Committee (EC) and a Staff Selection Committee is required to assist the Board of Management

4.1.1 Administrative taste of the Institution: The administrative tasks, to be performed, by the institutions have already been described, length, in the guidelines of the

Ministry of Human Resource Development. However, in brief, they could be classified into three major heads: (a) task of identification, (b) task of organising and planning, and (c) task of consideration.

The first task involves the identification of both the target areas as well as the target groups by developing their socio-economic profiles, the neo-literates from ZSS and also ensure that at least twenty five percent of them become institute's clientele. The task of identifying vocational and educational needs of different socio-economic groups also lies with it.

The second task of the institute involves organising a host of training programmes for Key Resource Persons (KPPs), Master Trainers (MTs) and the beneficiaries, plan and polyvalent education programmes and open learning system, organise library and reading room facilities for neo-literate, educational and vocational programme for deprived sections and unemployed youths to provide new skills etc.

The third task of the institute is of coordination. As a coordinator, facilitator and catalytic agent it forges alliances with other educational and technical institutions, explore, innovative, work out alternatives, try out new methodologies to meet the needs of different target groups through programmes of education and training, promote organisational forms such as co-operatives societies, mandals and the associations of women etc. Likewise plan and organise polyvalent educational programmes and other activities including literacy, post-literacy and continuing education to suit the learning requirements of the target groups.

In the case of Jodhpur institute, the perusal of annual reports as well as interactions with key resource persons, programme functionaries and beneficiaries show the institution has been organising the following type of programme namely the skill development programmes, skill upgradation programmes and literacy linked vocational programmes. Besides this it also life enrichment training activities.

The details of life enrichment training activities conducted by the institute during the last five years have been presented in table 4.1.

Table 4.1
Details of Awareness Training Programme/Activities

Year	Male	Female	Total
1996-97	283 (8.1)	425 (7.6)	708 (7.8)
1997-98	535 (15.4)	634 (11.3)	1169 (12.9)
1998-99	815 (23.5)	1244 (22.2)	2059 (22.7)
1999-2000	526 (15.1)	564 (10.1)	1090 (12.0)
2000-01	1316 (37.9)	2743 (48.9)	4059 (44.7)
Total	3475 (100.0)	5619 (100.0)	9085 (100.0)

Source: Various Issues of Annual Reports.

4.1.2 Nature of Collaboration: In this section, the Collaboration of the institute with ZSS, other Collaborating Agency, Persons, Central and State Government and with its Parent organisation has been discussed.

4.1.3 Collaboration with other Agencies: the institute, in the course of conducting various vocational programmes, seeks collaboration from various agencies working in different field. In 2000-01, for instances, it organised 257 programmes of which 205 were course related programmes, 42 were activities related programmes and remaining 10 were other activities against the target of 217 programme and activities. Some of the collaborating agencies with which it has forged alliances have been summarised as:

- (i) Zilla Saksharta Samiti, Jodhpur
- (ii) Thar Voluntary Health Society, Jodhpur.
- (iii) State Resource Centre, Jaipur
- (iv) TULEC, Jodhpur.
- (v) S N Medical College, Jodhpur.
- (vi) R.P. Diagnostic Centre, Jodhpur.
- (vii) Sanchati Hospital, Jodhpur.
- (viii) Marudhar Engineering, Jodhpur
- (ix) Pioneer Hospital, Jodhpur.
- (x) Shri Brahmin Swarnkar Pragatishil Sangh, Jodhpur.
- (xi) Army wives welfare association.
- (xii) SIMPLIX, Jodhpur.
- (xiii) NAVKAR, Jodhpur.
- (xiv) Govt. Sec. Secondary Girls High School, Jalongate.
- (xv) Navjyoti Manovikash Sansthan, Jodhpur.
- (xvi) Central and Zone Research Institute, Jodhpur.
- (xvii) Govt. Middle School, Village, Dangiawas.
- (xviii) Regional Directorate of Workers Education, Jodhpur
- (xix) New Modern School, Paota, Jodhpur
- (xx) World View Hindustan Foundation, Jaipur.
- (xxi) Central Jail, Jodhpur.
- (xxii) Navjeevan Sansthan, Jodhpur
- (xxiii) F.X.B. Rajasthan Society, Jodhpur

4.1.4 Collaboration with Zilla Saksharta Samiti: Jodhpur district has completed the post literacy programme on June 30, 2000 and the programme of continuing education has

yet to start here. However, it has obtained the list of about 15-20 thousand neo-literates of both urban and rural areas from ZSS, the institute has also organised various vocational courses to improve occupational skill and technical knowledge of neo-literate to raise their efficiency and increase productive ability with active collaboration of ZSS. The Director and programme officers of the institute have participated in various programmes and activities of PLC and the meeting of ZSS. Some of the programme organised by the institute in collaboration with the institute have been presented in below (Table 4.2):

Table 4.2
Nature of Pattern of Collaboration with ZSS

Collaborating Agency	Nature of Collaboration
ZSS	Provided list of neo-literate and incharge of Jan Chetna Kendra (PLP) and assisted in various programme and activities
ZSS	Literacy Quiz-pohti Paheli for neo literates based on PLP primers
ZSS	Talk on pollution control
ZSS	Awareness Training for neo literates

Source: Annual and Quarterly Progress Report

Further, in organising the following courses the ZSS not only provided technical support but also venue. These programmes were: (a) sewing machine repairing, (b) greeting card making (c) dress making (FNL), (d) Computer: MS Office, (FNL), (e) Beauty-culture, (f) Embroidery, (g) computer Operator etc.

4.1.5. Collaboration with Central & State Government: According to the guidelines issued by the Ministry of Human Resource Development, all the institutes shall be maintaining close collaboration with both the central and State Governments. According to them they have proposed their representation in the important committees, of the institutes like the Board of Management (BOM) and Executive Committee (EC). Further, the guideline also states clearly, that no important decision regarding the reappropriation of grant could be in the meeting which is not attended by the members of central government. Likewise, the state government also has a representative in their BOM and Executive committee. All this goes on to show that both the Central and State governments are actively involved in the overall functioning and management of these institutions besides contributing financially.

Similarly, it was also observed that in the matter of Selection Committees also, which is constituted only if it is approved by the Board of Management, where the nominees of Centre and State governments are present, the role of both Central and State government is quite significant.

n the case of the nstitute the taks with programme functionanes as we as the perusal of report shows that both the central and state governments are working in close collaboration with the institution.

4.1.6 Collaboration with Parent Organisation: The institute at Jodhpur was established in 1985 under the aegis of Jodhpur Adult Education Association (JAEA) vide Government of India, letter in September 1985. The chairman of the institute is also from its parent organisation. Besides the parent bodies representation in the Board of Management, the parent organisation also extends its support to the institute in term of planning and sharing its venue and resources in organising vocational courses. All was shows that the institution has maintained a close liason with its parent organisation.

4.1.7 Team Work of the Staff: The institute has a small team of programme functionaries and administrative staff. However, there is a provision to obtain the service of resource persons on part time basis. In sort, it could summarised as:

(i)	Director	1
(ii)	Programme Staff	4
(iii)	Administrative Staff	6
(iv)	Supporting Staff	6
Total		17

The talks and personal field visit by evaluating team showed that the team work of the institute was of high order and each member from programme functionary level has been assigned duties which matches perfectly with their overall functioning of the institute The success of team work could be best illustrated if we just cast view on the number of professional courses it is organising on collaborative basis and each of these are being effectively supervised. All this goes on to establish that the team work of the institute has been really good. The other details of programme functionaries duties, frequency of supervision etc. have already been discussed earlier.

4.2 Evaluation of Programme

In the evaluation of programme, the following aspects have been examined viz nature and number of courses and activities conducted by the institute, the availability of written course content; extent of theory and practical classes, duration of courses; nature of the examination or test of learners, introduction of innovative courses, and polyvalence or life enrichment education.

4.2 1 Nature & Number of Courses and Activities

The guide ne states that the programmes of the institute should be such that it fulfills the objectives and needs of the target group. For this, the institution organises a vast number of vocational training/programmes. These programmes could further be classified as courses, activities and other activities. It has to be made clear, here, that activities refer to all awareness related programmes, other activities consists of demonstrations, exhibitions, audio-visual shows, talks, meetings, celebrations, melas, quality of life improvement programmes etc while the course refer to only those programmes that involve skill/practical applications that finally leads to income generation. Thus, on the basis of nature of courses, these could be, broadly divided into the following categories.

- (a) programmes leading to skill development,
- (b) programmes leading to skill upgradation,
- (c) programmes related to literacy linked vocation

The other detail of the number of courses has already been disucussed in earlier chapters.

4.2.2 Availability of Written Courses Contents:

As has already been stated the institution was engaged in organising programmes of various durations. It was observed that there were some programmes in which the institution did provide written course content Further, it must be stated that there were some programmes in which only the literates could participate as it had some minimum qualification prescribed for it while some courses were a mix of both theory and practical. The written material was largely distributed in such courses

In the case of the Jodhpur at institute, some of the courses in which the written contents was being distributed were:

- (a) refrigeration and air conditioning,
- (b) electrical wiring and appliances repairs,
- (c) motor rewinding,
- (d) basic eletronics and TV mechanics,
- (e) beautician course,
- (f) two wheeler mechanism,
- (g) embroidery,
- (h) computer software fundamentals,
- (i) generator repairs and maintenance,
- (j) colour TV servicing,
- (k) electrician training
- (l) high fashion designing,
- (m) spoken English,
- (n) photography, and
- (o) screening printing

4.2.3 Extent of Theory and Practical Classes.

It has already been mentioned that the institute organises many vocational courses of different durations. These courses are basically need based programmes that intend to cater to the needs of different sections of the society. The profile of the courses reveal that their duration varies from over six-months, six-months, five months, four months, six-months, two months, one month, less than a month upto less than a week. The other details of these courses have already been presented in the previous chapters. However, in the case of the institute, it was found out that in courses that were of month or more, that had both, the practical as well as theory classes. In the courses that were of less than a month duration, in them, the theory classes were, generally not discussed, perhaps the premise was that the duration was too short to take up the theory classes.

4.2.4 Nature and Extent of Examination for Learners:

The guidelines clearly states that at the end of each course, the beneficiary may be administered a simple test. Every course enclosing with certificate distribution ceremony. Abiding by the guidelines, the institution has also evolved a system in which the beneficiaries pursuing different vocational courses are also given simple test. These tests primarily test the beneficiaries skills in theory as well as practical. Further, it was also observed that the programme functionaries, also, during their course of supervision, try to assess the achievement levels of beneficiaries earlier through interacting with them, or by discussing the problems they were facing and even try to sort them out.

Since the nature of programme organised by the institute is of different duration, it was also observed, that, by and large, in all vocational programmes that were either of one month duration or more, contained both the theory as well as practical examination.

Some of the programme organised by the institute that involved both theory and practical sessions have been presented in Table 4.3

Table 4.3
Nature and Pattern of Examinations

Nature of the Programme	Duration	Theory	Practical
Embroidery	4 months	√	√
Type writing Hindi	3 months	-	√
Type writing English	3 months	-	√
French Language	3 months	√	-
Dress Making	3 months	√	√
Spoken English	2 months	√	√
Computer Word Processing	2 months	√	√

Cont. Table 4.3

Hand Embroidery	4 months	√	√
Computer MS Office	4 months	√	√
Beauty Culture	4 months	√	√
TV Technology	4 months	√	√
Computer Operator Course	5 months	√	√
Stenography (Hindi)	5 months	√	√
Stenography (English)	5 months	√	√
Computer Programmer	5 months	√	√
Tailoring, Cutting, & Dress Making	5 months	√	√
Costume Decoration	5 months	√	√
Medical Attendant	5 months	-	√
Medical Dressing	5 months	√	√
Medical Laboratory Assistant	8 months	√	√
Lab Technical Assistant	8 months	√	√
Nursing Assistant course	10 months	√	√
HRD Management	10 months	√	√
Business Management Course	10 months	√	√
Medical Clerk	10 months	√	√

4.2.5 Extent of Repetition of Courses: Though the institute organises a plethora of vocational training programmes, it was also observed that many of the courses were repeated in the financial year, however, some of them could even be repeated during the same financial year. The frequency of their repetition, perhaps, depends upon their demand in different sections of the society. The detail list of the courses that were being repeated by the institute has also been summarised in Table 4.4.

Table 4.4
Profile of Programmes that were being Repeated

Long Duration Programme (3 months and Above)	Sl. No.	Short Duration Programme (One month or less than a month)
Hand Embroidery	1	Sewing Machine repair
Dress Making	2	Electrical appliance maintenance
Rexene bag making	3	Collection samples for pathological investigation
Knitting	4	Hospital administration
Typewriting (Hindi & English)	5	Window AC installation
Computer MS Office	6	Internet Making a global village
Beauty culture	7	Rakhi Making
Refrigeration and AC	8	Tie and Dye
Embroidery	9	Hand painting Kalam Kari
TV Technology	10	Soft Toys
Computer Operator Course		
Stenography (Hindi & English)		
Computer Programming		
Tailoring Cutting & Dress Making		
Costume designing and dress making		
Medical lab technician assistant		
Nursing assistant		
HRD Management course		
Management course		
Business Management course		

Annual Report & Functionaries Scheduled.

4.2.6 Introduction to Innovative Courses: The term 'innovative' has been defined in the dictionary as to renew, alter or to introduce it as something new. Thus for, eliciting the response, on the matter of innovative courses, the evaluating team had to rely on (i) the

programme functionaries and resource people, and (, on the annual reports. The talks with programme functionaries and resource persons reveal that the institution, every now and then introduced certain amount of novelty in the already on going courses. These new measures were introduced after getting the feed back from the field and their marketability. In the case of the institute, some innovative courses like radiology assistant, washing machine repairs were introduced in 1999-2000.

Similarly, the institute also organised a literary capsule of five month duration for labour class ladies (farm labourers) of Central and Arid Zone Research Institute, Jodhpur who were illiterate in 1998-99. This programme was very successful as the ladies learnt to read and write and also gained satisfactory knowledge of numerals. Further, in the month of March 99, it also conducted a workshop for NGO of Haryana and Rajasthan who were involved in the Project Education for All.

Likewise, in the year, 1997-98, the institute also introduced course on Nursing (Male/Female) of the period of one year. The demand of this trade has been great in private hospitals. Similarly, tailoring course for the scavengers in Harijan slum basti was also conducted during the same year. The institute, under the scheme SCYTE also conducted five important courses for SC conductables who were living below the poverty line.

4.2.7 Polyvalency: The guideline clearly state that all the institutions programmes would be based on polyvalent or multi-dimensional approach to adult education. The polyvalent approach attempts to provide knowledge and skills, to the beneficiary, in an integrated manner and is, primarily, based on the following principle.

- (a) that the neo-literates or workers should have continuous access to education and training throughout has life,
- (b) each of the programme should be a need based one, and
- (c) it was also observed that the needs vary widely, the programme, therefore, would have to be (i) diversified, (ii) flexible and (iii) adaptable to varying situations.

Thus, it could be said that the polyvalent approach takes into account the learning needs, convince of place and time for learners and institutes and variety in contents, duration, method and instructional arrangements. The methodology includes a judicious mix of theory, practicals and fieldwork experience.

The study of the profile of the institutes programmes shows that all of the programmes which consists of courses, activities and other activities were of polyvalent nature as they not only enrich the beneficiaries outlook towards life but also enhance and upgrade their present level of skill. Incidentally, it was also observed that these programmes were, by and large need based, flexible in character and adaptable to varying conditions and situations. All these characteristics, qualify the programme, to become polyvalent

4.3 Evaluation of Aspects of Collaboration

In the evaluation of various aspects of collaboration, the following topics have been covered viz the nature and extent of collaboration, extent and control over the courses, extent of dependence on collaborating agencies, type of collaborating agencies, the benefits of collaboration and the problem faced.

4.3.1 Nature and Extent of collaboration: It has already been discused earlier, that the institute, Jodhpur, has been organising a large number of vocational training courses These courses could not have been organised single handedly so it has entered into collaboration with a number of agencies working in different fields such as health department, educational institutions, rehabilitation centres like fail, defence, research institutions etc. The nature of collaboration has, at times, being both of sharing the resources, physical as well as non physical and many times the financial support was also being given. The details of the nature of collaboration has already been analysed earlier. The other details of collaborating agencies, based on their nature of working, has been summarised in the ensuing table 4 5

Table 4.5
Classification of Collaborating Agencies

Health Department	School/College	Jail	Sansthan	Army
Thar Volunteer Health Society Jodhpur	Govt Sc Secondary girls School Jolan gate	Central Jail Jodhpur	Navjeevan Sansthan Jodhpur	Army Wives Welfare Association
S N Medical College Jodhpur	Govt Middle School Village Dangiawas			
R P. Diagnostic Centre Jodhpur	New Modern Shoal Paota Jodhpur			
Sancheti Hospital Jodhpur				
Polneer Hospital Jodhpur				
F X B Rajasthan Society Jodhpur				

Cont. Table 4 5

Research Institute	Worker's Department	Sangh	ZSS	SRC	Others
Central and Arid Zone Research Institute Jodhpur	Regional Directorate of Workers Education Jodhpur	Shri Brahmin Swamkar Pragatishil Sangh Jodhpur	ZSS Jodhpur	SRC Jaipur	World View Hindustan Foundation Jaipur
					Navjyoti Manovikash Sansthan Jodhpur
					NAV KAR Jodhpur
					SIMPLIX Jodhpur
					TULEC Jodhpur

4.3.2 Extent of Control Over Course Contents: It is true that the institute, in the course of organising vocational training courses, enters into alliances with number of collaborating agencies. The primary objectives, of such arrangement, lies on the fact that it, perhaps does not have the capacity to carry out so many courses of different nature, on its own, thus by entering into collaboration, it enhances the percentage of coverage of the beneficiaries. However, it should also be borne into mind that in the name of collaboration, the institute should not be surrendering its basic objectives.

In the case of SVP Jodhpur, it was observed that though it had entered into collaboration with many professional bodies, nowhere it was found that the institute was under the influence of collaborating agencies. In fact, the perusal of annual reports and talks with programme functionaries also revealed that the institute was being recognised by the potential customer agencies and many a time they invited it to organise programme for their customers, which not only substantiated their hold over course content but also their competence in the field. Further, it was also found that the right to forge alliances with collaborating partners wrested with the institution, which also provided them the advantage to see that the course content was not unduly tempered with. All this goes on to show that the institute, enjoyed an element of autonomy on the matters of control of course contents which was in the right spirit of the objectives.

4.3.3 Extent of dependence on Collaborating Agencies: There could be no doubt that the success of the institution, to a large extent, depends upon the extent to which it finally succeeds in establishing collaboration with other agencies, because it is the number of courses that keeps it vibrant. The level of vibrancy also depends, to a large extent, upon the extent to which it attracts the beneficiaries.

The perusa. of the programme organised by the institute shows that it had organised a total of 909 courses of which only 45.0 percent were held inside the institute's premises what remaining 55 percent of the courses were organised outside the institute premises or at collaborating agencies venues. Further, the dependence on collaborating agencies could also be gauged from that while around 48 percent of the beneficiaries attended the courses organised by the institute with in their own premises, its proportion was worked out to be about 52 percent in case of venues located that collaborating agencies. Thus, it could be said that the dependence of the institute on collaborating agencies was quite significant, however, collaboration was on mutual ground with sound understanding of each others requirements. This fact was further substantiated when it was found that whenever the institute intended to introduce innovatives courses it was subsequently implemented by its collaborating agencies. This type of mutual understanding and respect only establishes its healthy and vibrant relationship.

4.3.4 Type of Collaborating Agencies: It has already been reported earlier that the institute, in the course of functioning, enters into collaboration with many other agencies working. These agencies are drawn from various sector like health, education, technology, fashion designing, welfare etc. The collaboration is, generally of sharing of venues as well as resources so that the coverage and impact of these programmes reaches the optimal level. It has already been seen that on sharing of venue, both the agencies viz. the institute and collaborating agencies were breaking evenly, however, on resources level, it was observed that the institute dependence on collaborating agencies was very much evident. Further, it was also seen that in the sharing of resources with beneficiaries, the institute as well as the collaborating agencies provided the initial material, however, when it got exhausted by the beneficiaries, the material was not replaced further which most of the time created a lot of discomfort and problem for beneficiaries who were deprived of much needed practice home or even after the training class was over.

4.3.5 Benefits of Collaboration: The basic purpose of entering into collaboration business is to derive mutual benefits out of it. The institute, by entering into collaboration with other agencies, also gains like its other collaborating partners. These institutions face problem of space for organising large number of vocational programmes, thus by entering into

collaboration, the problem of space is taken care off as the venue is subsequently shifted to suit their requirements. Similarly, by sharing resource material and non material, both the parties also benefit. However, it must also be understood that the real beneficiaries, in the whole process of collaboration, are the learners or participants who not only get exposure to variety of programmes but subsequently get benefited by interacting with professionals who are working in the field. The other benefit of collaboration is that the scope and coverage of programme gets optimised.

4.3.6 Problem Faced: It is true that when an institution enters into joint collaboration with number of other agencies, the element of problems cropping up, here and there, cannot be ruled out. However, it is also true that if the understanding between two parties is perfect, the crisis of cropping up could effectively be taken care off. In the case of the institute, Jodhpur, the evaluating team could not find a single case where the institution was facing any problem with any of the agencies. This could be made possible by the good team work of programme functionaries who have succeeded in striking a cordial relation with collaborating agencies.

4.4 Evaluation of Monitoring

In the evaluation of monitoring, the aspects that have been covered are the nature and extent of supervision, of various programmes, personnel involved in supervision, the nature of supervision of courses conducted in collaboration with other agencies, and other mechanism of monitoring and internal evaluation, such as periodic reviews.

4.4.1 Nature and Extent of Supervision of various Programmes: It is true that no programme can successfully sustain for longer period if they are not supervised efficiently. The process of supervision helps in streamlining most of the deficiencies that programmes suffers from, through timely intervention. In the case of the institute, it was observed that the task of supervision primarily lies with programme functionaries. As the venue of training is also shared between the institute and collaborating agencies, the task of supervision gets simple when the venue is inside the campus of the institute however when the venue is shifted to the premises of collaborating agencies or for extension programmes, the task of supervision has to be carefully channelised. The frequency of visits of functionaries to training venue is also stipulated or decided by the institute, which varied from post to post. Besides

th s, the collaborating agencies also supervised the programmes in which they are involved. The details of the nature and extent of supervision of various programmes have already been discussed in earlier chapter. However, it must be mentioned here that it is only account of strict vigil by the concern personnels that the institution has been successful in organising so may vocational programmes.

4.4.2 Personnel Involved in Supervision: In the task of supervision the institution seeks co-operation from all its personnels in general and programme functionaries in particular. When the venue of training is 'in house' or inside the campus, it was observed that besides the programme functionaries, even the personnels involved with office work also acted as supervisor and their aim was to facilitate the programme rather than act as a deterrent. However, in case the venue of training shifted to the premises of collaborating agencies, then that task of supervision, largely, fell on the shoulders of programme functionaries. The task of supervision was also undertaken by collaborating agencies personnels also but their frequency of visit remained confined to the period the ongoing training in which they were involved. The other details of supervision has already been discussed in earlier chapters.

4.4.3 Other Mechanism of Monitoring and Internal Evaluation: It was observed that during the course of supervision, the programme functionaries also interacted and discussed with beneficiaries or learners as this enabled them to understand the problem that they were facing and also have the feel of their level of learning. Similarly, the programme functionaries also interacted with resource person or instructors to get the feel of how the beneficiaries were regarding. All this enabled them to suggest the possible areas of interventions and also closely monitor the programme.

4.4.4 Nature of Supervision of Courses Conducted in Collaboration with Other Agencies: As has already been stated that the task of supervision mainly lies in the hands of programme functionaries and collaborating agencies. The other details of supervision, their frequency of visit etc have already been discussed in earlier chapters.

4.4.5 Other Mechanism of Monitoring and Internal Evaluation: The guidelines clearly says that at the end of each course, the beneficiaries may be administered a simple test and course completion certificate, may thereafter be awarded. The implicit meaning of

which is that all programmes are not subjected to test which means that all the beneficiaries enrolled, do not have to undergo simple test, at the end of course. It has already been reported that the evaluation of beneficiaries is also undertaken by both the programme functionaries as well as resource personnel through informal talks at the time of supervision. Besides this the evaluation team was also informed that, in some of the programmes where beneficiaries are subjected to simple test, all beneficiaries, generally get through and certificate is given to them. The quantified data regarding it was not available in the annual report. Hence could not be given.

Chapter- Five

Analysis of Output

In the analysis of output, the impact of the performance of the programme is ultimately reflected upon the output. Further, this impact could also be measured at two levels, viz. immediate impact and the final or ultimate impact. The immediate impact refers to the achievements of learners or beneficiaries in knowledge and skill imparted in various courses organised by the institute whereas the ultimate impact refers to the actual use of knowledge and skill acquired by beneficiaries and the development that has taken place in the individual and with in the community, on account of the use of knowledge and skills

5.1 Evaluation of Immediate Impact

The immediate impact of the programmes has been studied by analysing the level of achievement of beneficiaries in the knowledge and skill imparted in various courses that have been organised by the institute. Therefore, study of overall occupational pattern, gender-wise occupational pattern, sources of credit lending and pattern and incidence of failure have been analysed and discussed.

5.1.1 Occupational Pattern: The study of occupational pattern provides the best opportunity to access the immediate impact of vocational programmes on the beneficiaries. It must also be remembered that the basic purpose of the institute's programmes has been to equip the beneficiaries or learners with skill so that they get rehabilitated in employment sector. For studying the employment, it has been divided broadly into five segments viz service sector, occupation, non-availability of loan, no benefit and others.

The perusal of table shows that of the 119 beneficiaries, 25 beneficiaries, accounting for 21 percent of the total, got employment in service sector and over 38 percent got engaged in self employment sector. The study also shows that there were over 10 percent of the beneficiaries who could not get rehabilitated because of non availability of loan while their were about 4 percent of learners who could not learn the trade and therefore were unable to settle down in any kind of a vocation. These may, therefore, be termed as absolute failures and there were another 31 beneficiaries, or over 26 percent of the total, who were not settled

Some of them had learnt the trade for their domestic use and others were students at the various stages of completing their studies, however, they have decided to own enterprise once they completed their studies. Thus, on the basis of a follow-up survey, we can classify the beneficiaries or learners, into three broad categories: (a) absolute success, (b) partial success, and (c) absolute failure.

Further, the study shows that the programme succeeded in attaining absolute success in over 59 percent cases, partial success in about 36 percent cases and absolute failure in about 4 percent cases. The caste wise composition shows that by and large, beneficiaries from General Caste, who benefited most followed by SC beneficiaries. The least benefits were derived by learners from OBC category (Table 5.1).

Table 5.1
Caste wise Occupation Pattern of Beneficiaries

Caste	Service	Self Occupation	Non availability of Loan	No Benefit	Other
SC	-	08 (66.7)	04 (100.0)	-	-
OBC	01 (20.0)	01 (8.3)	-	-	-
General	02 (40.0)	03 (25.0)	-	-	-
Muslim	02 (40.0)	-	-	-	-
Total	05 (100.0)	12 (100.0)	04 (100.0)	-	-
SC	-	05 (71.4)	01 (50.0)	02 (100.0)	05 (83.3)
OBC	-	-	01 (50.0)	-	01 (16.7)
General	04 (66.7)	01 (14.3)	-	-	-
Muslim	02 (33.3)	01 (14.3)	-	-	-
Total	06 (100.0)	07 (100.0)	02 (100.0)	02 (100.0)	06 (100.0)
SC	-	04 (44.4)	02 (40.0)	-	02 (100.0)
OBC	02 (40.0)	01 (11.1)	-	-	-
General	03 (60.0)	03 (33.3)	-	-	-
Muslim	-	01 (11.1)	03 (60.0)	-	-
Total	05 (100.0)	09 (100.0)	05 (100.0)	-	02 (100.0)
SC	-	03 (33.3)	-	-	05 (50.0)
OBC	-	02 (22.2)	-	-	-
General	01 (50.0)	04 (44.4)	-	-	05 (50.0)
Muslim	01 (50.0)	-	-	-	-
Total	02 (100.0)	09 (100.0)	-	-	10 (100.0)
SC	-	03 (33.3)	01 (100.0)	-	04 (30.8)
OBC	01 (14.3)	03 (33.3)	-	-	04 (30.8)
General	04 (57.1)	03 (33.3)	-	-	04 (30.8)
Muslim	02 (28.6)	-	-	03 (100.0)	01 (7.7)
Total	07 (100.0)	09 (100.0)	01 (100.0)	03 (100.0)	13 (100.0)
SC	-	23 (50.0)	08 (66.7)	02 (40.0)	16 (51.6)
OBC	04 (16.0)	07 (15.2)	01 (8.3)	-	05 (16.1)
General	14 (55.0)	14 (30.4)	-	-	09 (29.0)
Muslim	07 (28.0)	02 (4.3)	03 (25.0)	03 (60.0)	01 (3.2)
Grand Total	25 (100.0)	46 (100.0)	12 (100.0)	05 (100.0)	31 (100.0)

Source: Field Data

5.1.2 Gender-wise Pattern of Employment: The study of occupational pattern helps to understand to what extent the vocational programmes have succeeded in rehabilitating learners after they have completed the training. It also explains the level of progress. However, it does not give us any idea about whom has benefited most whether

male or the female. Therefore, in order to study who has benefited more from the programmes, an attempt has been made to study gender-wise employment pattern among the beneficiaries.

As we know that the programmes, in all, succeeded in vocational rehabilitating 71 learners of which 25 learners, accounting to little over 35 percent, were employed in service sector and remaining about 65 percent in the self-employment sector. Thus, it could be said that the sample contained an overwhelming majority of beneficiaries who have been rehabilitated in self employment sector which may be called to be a positive fall out of the programmes. Further on the gender front, the study provides contrasting yet interesting picture. It could be seen that in the service sector the proportion of male (over 63 percent) far exceeded the proportion of female (10 percent) however, in the self employment sector it was the turn of female (about 70 percent) who scored over the males (32 percent). The study, thus, clearly shows that the males preferred service while the female opted for self employment thereby showing the entrepreneurial talent (Table 5.2).

Table 5.2
Gender wise Occupational Pattern

Year	Caste	Private Service		
		M	F	T
1996-97	SC	-	-	-
	OBC	01 (20.0)	-	01 (20.0)
	General	02 (40.0)	-	02 (40.0)
	Muslim	02 (40.0)	-	02 (40.0)
	Total	05 (100.0)	-	05 (100.0)
1997-98	SC	-	-	-
	OBC	-	-	-
	General	04 (66.7)	-	04 (66.7)
	Muslim	02 (33.3)	-	02 (33.3)
	Total	06 (100.0)	-	06 (100.0)
1998-99	SC	-	-	-
	OBC	02 (40.0)	-	02 (40.0)
	General	03 (60.0)	-	03 (60.0)
	Muslim	-	-	-
	Total	05 (100.0)	-	05 (100.0)
1999-00	SC	-	-	-
	OBC	-	-	-
	General	-	01 (100.0)	01 (50.0)
	Muslim	01 (100.0)	-	01 (50.0)
	Total	01 (100.0)	01 (100.0)	02 (100.0)
2000-01	SC	-	-	-
	OBC	-	01 (33.3)	01 (14.3)
	General	02 (50.0)	02 (66.7)	04 (57.1)
	Muslim	02 (50.0)	-	02 (28.6)
	Total	04 (100.0)	03 (100.0)	07 (100.0)
	SC	-	-	-
	OBC	03 (14.3)	01 (25.0)	04 (16.0)
	General	11 (52.4)	03 (75.0)	14 (56.0)
	Muslim	07 (33.3)	-	07 (28.0)
	Grand Total	21 (100.0)	04 (100.0)	25 (100.0)

Table 5.2 Contd

		Self Employment		
		M	F	T
1996-97	SC	-	08 (72.7)	08 (66.7)
	OBC	-	01 (9.1)	01 (8.3)
	General	01 (100.0)	02 (18.2)	03 (25.0)
	Muslim	-	-	-
	Total	01 (100.0)	11 (100.0)	12 (100.0)
1997-98	SC	-	05 (83.3)	05 (71.4)
	OBC	-	-	-
	General	-	01 (16.7)	01 (14.3)
	Muslim	01 (100.0)	-	01 (14.3)
	Total	01 (100.0)	06 (100.0)	07 (100.0)
1998-99	SC	01 (20.0)	03 (75.0)	04 (44.4)
	OBC	01 (20.0)	-	01 (11.1)
	General	02 (40.0)	01 (25.0)	03 (33.3)
	Muslim	01 (20.0)	-	01 (11.1)
	Total	05 (100.0)	04 (100.0)	09 (100.0)
1999-00	SC	-	03 (42.9)	03 (33.3)
	OBC	-	02 (28.6)	02 (22.2)
	General	02 (100.0)	02 (28.6)	04 (44.5)
	Muslim	-	-	-
	Total	02 (100.0)	07 (100.0)	09 (100.0)
2000-01	SC	-	03 (37.5)	03 (33.3)
	OBC	-	03 (37.5)	03 (33.3)
	General	01 (100.0)	02 (25.0)	03 (33.4)
	Muslim	-	-	-
	Total	01 (100.0)	08 (100.0)	09 (100.0)
	SC	01 (10.0)	22 (61.1)	23 (50.0)
	OBC	01 (10.0)	06 (16.6)	07 (15.2)
	General	06 (60.0)	08 (22.3)	14 (30.4)
	Muslim	02 (20.0)	-	02 (4.3)
	Grand Total	10 (100.0)	36 (100.0)	46 (100.0)
		Total		
		M	F	T
1996-97	SC	-	08 (72.7)	08 (47.1)
	OBC	01 (16.7)	01 (9.1)	02 (11.7)
	General	03 (50.0)	02 (18.2)	05 (29.4)
	Muslim	02 (33.3)	-	02 (11.7)
	Total	06 (100.0)	11 (100.0)	17 (100.0)
1997-98	SC	-	05 (83.3)	05 (38.5)
	OBC	-	-	-
	General	04 (57.1)	01 (16.7)	05 (38.5)
	Muslim	03 (42.9)	-	03 (23.0)
	Total	07 (100.0)	06 (100.0)	13 (100.0)
1998-99	SC	01 (10.0)	03 (75.0)	04 (28.6)
	OBC	03 (30.0)	-	03 (21.4)
	General	05 (50.0)	01 (25.0)	06 (42.8)
	Muslim	01 (10.0)	-	01 (7.1)
	Total	10 (100.0)	04 (100.0)	14 (100.0)
1999-00	SC	-	03 (37.5)	03 (27.3)
	OBC	-	02 (25.0)	02 (18.2)
	General	02 (66.7)	03 (37.5)	05 (45.5)
	Muslim	01 (33.3)	-	01 (9.1)
	Total	03 (100.0)	08 (100.0)	11 (100.0)
2000-01	SC	-	03 (27.3)	03 (18.75)
	OBC	-	04 (36.4)	04 (25.0)
	General	03 (60.0)	04 (36.4)	07 (43.8)
	Muslim	02 (40.0)	-	02 (12.5)
	Total	05 (100.0)	11 (100.0)	16 (100.0)
	SC	01 (3.2)	22 (55.0)	23 (32.4)
	OBC	04 (12.9)	07 (17.5)	11 (15.5)
	General	17 (54.8)	11 (27.5)	28 (39.4)
	Muslim	09 (29.0)	-	09 (12.7)
	Grand Total	31 (100.0)	40 (100.0)	71 (100.0)

Data

Pattern of Credit Lending: The analysis has so far, shown that at the rehabilitation front, majority of the learners or the beneficiaries had op

and the proportion of females there was exceptionally high. It is also an important factor in establishing an enterprise, need for financing is required. Therefore, the credit assumes an important base. An attempt has, therefore, been made to study the lending pattern among the beneficiaries. The three sources that have been studied are government assistance, friend and relatives, and money lender. The analysis of the data shows that over 82 percent of the learners had sought credit from friends and relatives while remaining about 17 percent relied on government assistance. It could be said that the government role was still quite subdued in the development of enterprises. In order to give boost to industrialisation, the role of government needs to be redefined. Secondly, it needs also to be looked into that a large number of learners in this category are females who may feel shy of approaching government for credit, therefore, the institute, collaborating agencies and government institutions need to find ways to attract this segment. The study also shows that learners from SC and OBC relied on friend and relatives to meet the financial requirements while learners from General and Muslim to some extent explored both channels of finance (Table 5.3).

Table 5.3
Pattern of Credit Lending

Caste	Govt. Assistance	Friend/Relative	Money Lender	Total
SC	05 (83.3)	03 (50.0)	-	08 (66.7)
OBC	01 (16.7)	-	-	01 (16.7)
General	-	03 (50.0)	-	03 (50.0)
Muslim	-	-	-	-
Total	06 (100.0)	06 (100.0)	-	12 (100.0)
SC	01 (100.0)	04 (66.7)	-	05 (83.3)
OBC	-	-	-	-
General	-	01 (16.7)	-	01 (16.7)
Muslim	-	01 (16.7)	-	01 (16.7)
Total	01 (100.0)	06 (100.0)	-	07 (100.0)
SC	-	04 (50.0)	-	04 (50.0)
OBC	-	01 (12.5)	-	01 (12.5)
General	-	03 (37.5)	-	03 (37.5)
Muslim	01 (100.0)	-	-	01 (100.0)
Total	01 (100.0)	08 (100.0)	-	09 (100.0)
SC	-	03 (33.3)	-	03 (33.3)
OBC	-	02 (22.2)	-	02 (22.2)
General	-	04 (44.4)	-	04 (44.4)
Muslim	-	-	-	-
Total	-	09 (100.0)	-	09 (100.0)
SC	-	03 (33.3)	-	03 (33.3)
OBC	-	03 (33.3)	-	03 (33.3)
General	-	03 (33.3)	-	03 (33.3)
Muslim	-	-	-	-
Total	-	09 (100.0)	-	09 (100.0)
SC	06 (75.0)	17 (44.7)	-	23 (59.7)
OBC	01 (12.5)	06 (15.8)	-	07 (17.3)
General	-	14 (36.8)	-	14 (36.8)
Muslim	01 (12.5)	01 (2.6)	-	02 (5.1)
Grand Total	08 (100.0)	38 (100.0)	-	46 (100.0)

4 Pattern & Incidence of Failures: The study has so far clearly shown that 19 beneficiaries about 71 beneficiaries, accounting to over 59 percent were complete success, another over 36 percent were partial failure were about 4 percent were complete failure.

absolute failure cases. Further, the analysis also looked into the causes of failure of learners who could not be rehabilitated and it was found that over 10 percent could not get loan while another over 26 percent were either students who were in various stages of completing their studies but were determined to set up their own enterprise, once they complete their studies and other learners were those who had completed the course but were using the skill for their own domestic purposes. Therefore, though they appeared to have remained vocationally unrehabilitated, yet, technically speaking, they cannot be bracketed with failure cases. In that sense, the proportion of complete failure cases was worked out to be just around 4 percent.

Thus, in the light of above observation, it can be argued that these sizeable proportion of partially lost cases could be revived if there is a suitable orientation in the policy of the institution. This could be achieved only if the institution, collaborating agencies and financial institutions strike a better coordination. It should also be remembered that the task of the institute is not only to provide technical skills to the learners but it should also ensure that the learners also get duly rehabilitated, in the various vocational fields, least in their initial phases. It is good for the institution that now their area of operation has expanded to rural areas, however it must be remembered that the new clientele is more weak, susceptible and vulnerable who needs more protection and care at least in the initial years of their settlement and if they are not cared properly, the incidence of their relapsing into unemployment or vocationally unrehabilitate zone would be for greater which would undermine the scope of the institutions.

5.2 Evaluation of Ultimate Impact

The ultimate impact, as has already been stated earlier, refers to the actual use of knowledge and skills by the learner or beneficiary and also to the development that has taken place in the individual and within the community. An attempt has, therefore, been made to study the following aspect (a) change in the life style of the individuals and family, (b) the impact of skill upgradation on income levels, and (c) pattern of employment.

5.2.1 Pattern of Employment: The employment pattern of the beneficiaries has already been discussed in detail, in the previous chapters. The study shows that the absolute success of the institution in terms of vocational rehabilitation, was over 59 percent while the absolute failure cases attributed to about 4 percent. The proportion of partial failure cases

was worked out to be over 36 percent. Further, it is argued that the incidence of partial failure cases need to be looked again. The study has also looked into their reason of failures and it was observed that most of these factors could be taken care off through suitable and appropriate orientation in the policy of institution. However, in the case of absolute failures also the institute's policy toward recruitment needs to be amended and some measures be introduced to ensure that the beneficiaries who join the vocational training courses have a certain minimal level of qualification and understanding because it was observed that learners who were illiterate were facing problems at the later stage of training. Another way of checking this infiltration could be to encourage the beneficiaries or learners to join awareness programmes of shorter duration which sensitized them to the issues and then they be allowed to join vocational courses.

5.2.2 Life Style Pattern of Beneficiaries: It has been stated earlier that one of the major objectives of the institute has been to provide the learners with skills so that they get rehabilitated and start earning for themselves. The process of vocation rehabilitation also helps them to enhance their socio-economic status. To what extent, the institution has been able to meet out this objectives has also been examined. For studying the change in the socio-economic status, a set of 71 learners, who have been successfully rehabilitated in respective vocation, after receiving training, have been selected. The reason for selecting these beneficiaries was that as they had started earning, their economy, in the process would also improve. They were, subsequently, addressed questions pertaining to their socio-economic conditions. The answers received were classified broadly into five heads viz (a) there have been improvement in their living standards, (b) improvement in social contact or social recognition enhanced, (c) got opportunity to work with NGO, (d) access to government has improved and (e) feel that there has been an enhancement in enhancement in their prestige.

The perusal of the table shows that over 91 percent of the learners agreed that there has been an improvement in their living standard, over 80 percent also agreed that besides enhancement in the living standards, there also has been improvement in their social contract or their social recognition has enhanced. Similarly about 50 percent of the learners also agreed that their prestige has also gone up while a smaller proportion of learners also

their access in government has improved and they got opportunity t

inter-caste composition shows that two major beneficiaries were t
l Caste and Scheduled Caste while least were the Muslims. The
e males were more vocal in stating their perception towards issue
cial recognition, prestige, access etc (Table 5.4)

Table 5.4
of Programme on Socio-Economic Conditions of Benefic

Year	Caste	Improvement in the Living Standard		
		M	F	T
1996-97	SC	-	05 (55.6)	05 (35.7)
	OBC	01 (20.0)	01 (11.1)	02 (14.3)
	General	02 (40.0)	03 (33.3)	05 (35.7)
	Muslim	02 (40.0)	-	02 (14.3)
	Total	05 (100.0)	09 (100.0)	14 (100.0)
1997-98	SC	-	05 (62.5)	05 (33.3)
	OBC	-	02 (25.0)	02 (13.7)
	General	04 (57.1)	01 (12.5)	05 (33.3)
	Muslim	03 (42.9)	-	03 (20.0)
	Total	07 (100.0)	08 (100.0)	15 (100.0)
1998-99	SC	-	04 (57.1)	04 (28.6)
	OBC	03 (42.9)	-	03 (21.4)
	General	03 (42.9)	03 (42.9)	06 (42.6)
	Muslim	01 (14.3)	-	01 (7.1)
	Total	07 (100.0)	07 (100.0)	14 (100.0)
1999-00	SC	02 (33.3)	-	02 (18.2)
	OBC	-	02 (40.0)	02 (18.2)
	General	03 (50.0)	03 (60.0)	06 (54.5)
	Muslim	01 (16.7)	-	01 (9.1)
	Total	06 (100.0)	05 (100.0)	11 (100.0)
2000-01	SC	-	03 (60.0)	03 (27.3)
	OBC	01 (16.7)	02 (40.0)	03 (27.3)
	General	03 (50.0)	-	03 (27.3)
	Muslim	02 (33.3)	-	02 (18.2)
	Total	06 (100.0)	05 (100.0)	11 (100.0)
	SC	02 (6.4)	17 (50.0)	19 (29.2)
	OBC	05 (16.1)	07 (20.0)	12 (18.5)
	General	15 (48.4)	10 (29.4)	25 (38.5)
	Muslim	09 (29.0)	-	09 (13.8)
	Grand Total	31 (100.0)	34 (100.0)	65 (100.0)
		Social Recognition enhanced		
		M	F	T
1996-97	SC	-	03 (42.9)	03 (25.0)
	OBC	01 (20.0)	01 (14.3)	02 (16.7)
	General	02 (40.0)	03 (42.9)	05 (41.7)
	Muslim	02 (40.0)	-	02 (16.3)
	Total	05 (100.0)	07 (100.0)	12 (100.0)
1997-98	SC	-	05 (62.5)	05 (33.3)
	OBC	-	02 (25.0)	02 (13.3)
	General	04 (57.1)	01 (12.5)	05 (33.3)
	Muslim	03 (42.9)	-	03 (20.0)
	Total	07 (100.0)	08 (100.0)	15 (100.0)
1998-99	SC	-	02 (33.3)	02 (18.3)
	OBC	02 (40.0)	01 (16.7)	03 (27.3)
	General	03 (60.0)	03 (50.0)	06 (95.4)
	Muslim	-	-	-
	Total	05 (100.0)	06 (100.0)	11 (100.0)

Table

1999 00	SC	02 (40 0)	-	02 (20 0)
	OBC	-	02 (40 0)	02 (20 0)
	General	02 (40 0)	03 (60 0)	05 (50 0)
	Muslim	01 (20 0)	-	01 (10 0)
	Total	05 (100 0)	05 (100 0)	10 (100 0)
2000 01	SC	-	02 (50 0)	02 (22 2)
	OBC	01 (20 0)	-	01 (11 1)
	General	02 (40 0)	02 (50 0)	04 (44 4)
	Muslim	02 (40 0)	-	02 (22 2)
	Total	05 (100 0)	04 (100 0)	09 (100 0)
	SC	02 (7 4)	12 (40 0)	14 (24 8)
	OBC	04 (14 8)	06 (20 0)	10 (17 5)
	General	13 (48 1)	12 (40 0)	25 (43 8)
	Muslim	08 (29 6)	-	08 (14 0)
	Grand Total	27 (100 0)	30 (100 0)	57 (100 0)
		Got involved with NGO		
		M	F	T
	SC	-	-	-
	OBC	01 (25 0)	-	01 (25 0)
	General	02 (50 0)	-	02 (50 0)
1996 97	Muslim	01 (25 0)	-	01 (25 0)
	Total	04 (100 0)	-	04 (100 0)
1997 98	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	01 (100 0)	-	01 (100 0)
	Total	01 (100 0)	-	01 (100 0)
1998 99	SC	-	-	-
	OBC	-	-	-
	General	01 (100 0)	-	01 (100 0)
	Muslim	-	-	-
	Total	01 (100 0)	-	01 (100 0)
1999 00	SC	-	-	-
	OBC	-	-	-
	General	01 (100 0)	-	01 (100 0)
	Muslim	-	-	-
	Total	01 (100 0)	-	01 (100 0)
2000 01	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	01 (100 0)	-	01 (100 0)
	Total	01 (100 0)	-	01 (100 0)
	SC	-	-	-
	OBC	01 (12 5)	-	01 (12 5)
	General	04 (50 0)	-	04 (50 0)
	Muslim	03 (37 5)	-	03 (37 5)
	Grand Total	08 (100 0)	-	08 (100 0)
		Access in Government Improved		
		M	F	T
	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
1996 97	Muslim	01 (100 0)	-	01 (100 0)
	Total	01 (100 0)	-	01 (100 0)
1997 98	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	01 (100 0)	-	01 (100 0)
	Total	01 (100 0)	-	01 (100 0)
1998 99	SC	-	-	-
	OBC	02 (50 0)	-	02 (50 0)
	General	02 (50 0)	-	02 (50 0)
	Muslim	-	-	-
	Total	04 (100 0)	-	04 (100 0)

Table

1999 00	SC	-	-	-
	OBC	-	-	-
	General	-	-	-
	Muslim	01 (100.0)	-	01 (100.0)
	Total	01 (100 0)	-	01 (100 0)
2000 01	SC	-	-	-
	OBC	-	01 (33.3)	01 (16 7)
	General	02 (66 7)	02 (66 9)	04 (66 7)
	Muslim	01 (33 3)	-	01 (16 7)
	Total	03 (100 0)	03 (100 0)	06 (100 0)
	SC	-	-	-
	OBC	02 (20 0)	01 (33 3)	03 (23 1)
	General	04 (40.0)	02 (66 7)	06 (46 1)
	Muslim	04 (40 0)	-	04 (30 8)
	Grand Total	10 (100 0)	03 (100 0)	13 (100 0)
		Prestige enhanced		
		M	F	T
1996 97	SC	-	07 (70 0)	7 (46 7)
	OBC	01 (20 0)	01 (10 0)	02 (13 3)
	General	02 (40 0)	02 (20.0)	04 (26 7)
	Muslim	02 (40 0)	-	02 (13 3)
	Total	05 (100 0)	10 (100 0)	15 (100 0)
1997 98	SC	-	05 (71.4)	05 (71 4)
	OBC	-	02 (28 6)	02 (28 6)
	General	-	-	-
	Muslim	-	-	-
	Total	-	07 (100 0)	07 (100 0)
1998 99	SC	-	02 (100 0)	02 (50 0)
	OBC	01 (50.0)	-	01 (25 0)
	General	-	-	-
	Muslim	01 (50 0)	-	01 (25 0)
	Total	02 (100 0)	02 (100 0)	04 (100 0)
1999 00	SC	02 (66 7)	-	02 (50 0)
	OBC	-	-	-
	General	01 (33 3)	01 (100 0)	02 (50 0)
	Muslim	-	-	-
	Total	03 (100.0)	01 (100 0)	04 (100 0)
2000 01	SC	-	-	-
	OBC	-	02 (66 7)	02 (33 3)
	General	01 (33 3)	01 (33 3)	02 (33 3)
	Muslim	02 (66 7)	-	02 (33 3)
	Total	03 (100 0)	03 (100 0)	06 (100 0)
	SC	02 (15 4)	14 (60 9)	16 (44 4)
	OBC	02 (15 4)	05 (21 7)	07 (19 4)
	General	04 (30 8)	04 (17 4)	08 (22 2)
	Muslim	05 (38 5)	-	05 (13 9)
	Grand Total	13 (100 0)	23 (100 0)	36 (100 0)

Literacy and Development Pattern: One of the basic objectives of the programme organised by the institutes has been to help the beneficiaries to acquire basic vocational skills. It is also presumed that, in course of leaving their literacy, they will improve because a sizeable proportion of them were neo-literate. The programme is being implemented by the institutes by the Zilla Saksharta Samiti. An attempt has, therefore, been made to see whether there is any relationship between their literacy level, skill development and socio-economic status. The per annum income level has been taken as a proxy for socio-economic status.

economic level, the higher the income level, the higher will be the socio-economic level and vice versa. Further, the income levels have been divided into five distinct categories: the first one being the income level upto Rs. 5000; the second level being from Rs 5001 to 11,499; the third one Rs 11500 to 20,000; fourth one Rs. 20,001 to Rs. 50,000 and finally the fifth one Rs 50,000 and above.

The study of the table shows that of the 71 successful learners, about 21 percent of learners or beneficiaries earned per annum income upto Rs 5,000 only, other 21 percent earned income between Rs. 5001 to Rs 11,499. The study shows that about 16 percent of beneficiaries learned per annum income level between Rs. 11,500 to Rs 20,000. Further over 32 percent beneficiaries income was estimated to be between Rs 20,001 to Rs 50,000. There were about 9 percent of beneficiaries whose annual income was reported to be Rs 50,000 and above.

The study also shows that in various income groups, a majority of the beneficiaries' literacy level was worked out to be between 8th class and 12th class. For instance, in the economic group of less than of Rs 5000 annum, 50 percent of the beneficiaries had educational qualification from 8th to 12th class, in the next economic group over 58 percent of beneficiaries had similar qualification likewise it could be seen that over 66 percent of beneficiaries is Rs 11500 to Rs 20000 group, over 44 percent of learners in Rs 20,001 to Rs 50,000 group and 60 percent of learners in Rs 50,000 and above. Thus, if we accept education level as a proxy to economic status, it could be stated that in the study scenario, role of education was not that much relevant to their economic status as much as the role of skill development. Their vertical upward socio-economic mobility has been largely a result of their high level of skill development.

The inter-caste study the learners from the General Caste category were the most beneficiaries, followed by learners from OBC category (Table 5.5)

Table 5.5
Literacy Level and Development Pattern

Caste	Upto 5,000					
	Illiterate	Literate	Upto 8th	8 th to 12 th	12 th above	Tech Prof
SC	01 (50.0)	-	02 (66.7)	-	-	-
OBC	-	-	-	-	-	-
General	01 (50.0)	-	01 (33.3)	-	-	-
Muslim	-	-	-	-	-	-
Total	02 (100.0)	-	03 (100.0)	-	-	-
SC	-	-	-	01 (50.0)	-	-
OBC	-	-	-	-	-	-
General	-	-	-	01 (50.0)	-	-
Muslim	-	-	-	-	-	-
Total	-	-	-	02 (100.0)	-	-

Table 5.5

SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	01 (100.0)	-	-
OBC	-	-	-	01 (100.0)	01 (100.0)
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	01 (100.0)	01 (100.0)	01 (100.0)
SC	-	-	-	01 (33.3)	01 (33.3)
OBC	-	-	-	01 (33.3)	01 (33.3)
General	-	-	-	01 (33.4)	01 (33.4)
Muslim	-	01 (100.0)	01 (100.0)	-	-
Total	-	01 (100.0)	01 (100.0)	03 (100.0)	03 (100.0)
SC	01 (50.0)	-	03 (60.0)	02 (33.3)	01 (25.0)
OBC	-	-	-	02 (33.3)	02 (50.0)
General	01 (50.0)	-	01 (20.0)	02 (33.4)	01 (25.0)
Muslim	-	01 (100.0)	01 (20.0)	-	-
Grand Total	02 (100.0)	01 (100.0)	05 (100.0)	06 (100.0)	04 (100.0)
5001 to 11,499					
	Illiterate	Literate	Upto 8th	8 th to 12 th	12 th above
SC	-	-	02 (66.7)	-	-
OBC	-	-	-	-	-
General	-	-	01 (33.3)	01 (100.0)	01 (50.0)
Muslim	-	-	-	-	01 (50.0)
Total	-	-	03 (100.0)	01 (100.0)	02 (100.0)
SC	-	01 (100.0)	01 (100.0)	01 (100.0)	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	01 (100.0)	01 (100.0)	01 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	-	-	-
SC	-	-	-	-	-
OBC	-	-	01 (100.0)	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	01 (100.0)	-	-
SC	-	01 (100.0)	03 (60.0)	01 (50.0)	-
OBC	-	-	01 (20.0)	-	-
General	-	-	01 (20.0)	01 (50.0)	01 (50.0)
Muslim	-	-	-	-	01 (50.0)
Grand Total	-	01 (100.0)	05 (100.0)	02 (100.0)	02 (100.0)
11,500 to 20,000					
	Illiterate	Literate	Upto 8th	8 th to 12 th	12 th above
SC	-	-	01 (100.0)	01 (100.0)	-
OBC	-	-	-	-	-
General	-	-	-	-	-
Muslim	-	-	-	-	-
Total	-	-	01 (100.0)	01 (100.0)	-
SC	-	-	-	-	-
OBC	-	-	-	-	-
General	-	-	-	01 (33.3)	-
Muslim	-	-	01 (100.0)	02 (66.7)	-
Total	-	-	01 (100.0)	03 (100.0)	-

SC			02 100 0	01 100 0		
OBC	-	-	-	-	01 (50.0)	-
General	-	-	-	-	01 (50.0)	-
Muslim	-	-	-	-	-	-
Total	-	-	02 (100.0)	01 (100.0)	02 (100.0)	-
SC	-	01 (100.0)	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	01 (100.0)	01 (100.0)	-
Muslim	-	-	-	-	-	-
Total	-	01 (100.0)	-	01 (100.0)	01 (100.0)	-
SC	-	-	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	-	01 (100.0)	-
Muslim	-	-	-	-	-	-
Total	-	-	-	-	01 (100.0)	-
SC	-	01 (100.0)	03 (75.0)	02 (33.3)	-	-
OBC	-	-	-	-	01 (25.0)	-
General	-	-	-	02 (33.3)	03 (75.0)	-
Muslim	-	-	01 (25.0)	02 (33.4)	-	-
Grand Total	-	01 (100.0)	04 (100.0)	06 (100.0)	04 (100.0)	-
	20,000 to 50,000					
	Illiterate	Literate	Upto 8th	8 th to 12 th	12 th above	Tech Prof
SC	-	-	-	01 (100.0)	-	-
OBC	-	-	-	-	01 (50.0)	-
General	-	-	-	-	-	-
Muslim	-	-	-	-	01 (50.0)	-
Total	-	-	-	01 (100.0)	02 (100.0)	-
SC	-	01 (100.0)	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	-	-	-
Muslim	-	-	-	-	-	-
Total	-	01 (100.0)	-	-	-	-
SC	-	-	01 (100.0)	-	-	-
OBC	-	-	-	02 (66.7)	-	-
General	-	-	-	-	02 (66.7)	-
Muslim	-	-	-	01 (33.3)	01 (33.3)	-
Total	-	-	01 (100.0)	03 (100.0)	03 (100.0)	-
SC	-	01 (100.0)	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	02 (66.7)	01 (100.0)	-
Muslim	-	-	-	01 (33.3)	-	-
Total	-	01 (100.0)	-	03 (100.0)	01 (100.0)	-
SC	-	-	01 (100.0)	-	-	-
OBC	-	-	-	01 (25.0)	-	-
General	-	-	-	03 (75.0)	-	-
Muslim	-	-	-	-	-	-
Total	-	-	01 (100.0)	04 (100.0)	-	-
SC	-	02 (100.0)	02 (100.0)	01 (9.1)	-	-
OBC	-	-	-	01 (9.1)	03 (50.0)	-
General	-	-	-	07 (63.6)	02 (33.3)	-
Muslim	-	-	-	02 (18.2)	01 (16.7)	-
Grand Total	-	02 (100.0)	02 (100.0)	11 (100.0)	06 (100.0)	-
	50,000 and above					
	Illiterate	Literate	Upto 8th	8 th to 12 th	12 th above	Tech Prof
SC	-	-	-	-	-	-
OBC	-	-	-	-	01 (100.0)	-
General	-	-	-	-	-	-
Muslim	-	-	-	-	-	-
Total	-	-	-	-	01 (100.0)	-
SC	-	-	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	01 (100.0)	02 (100.0)	-
Muslim	-	-	-	-	-	-
Total	-	-	-	01 (100.0)	02 (100.0)	-

Table 5 5

SC						
OBC	-	-	-	-	-	-
General	-	-	-	-	02 (100.0)	-
Muslim	-	-	-	-	-	-
Total	-	-	-	-	02 (100.0)	-
SC	-	-	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	-	-	-
Muslim	-	-	-	-	-	-
Total	-	-	-	-	-	-
SC	-	-	-	-	-	-
OBC	-	-	-	-	-	-
General	-	-	-	-	-	-
Muslim	-	-	-	-	-	-
Total	-	-	-	-	-	-
SC	-	-	-	-	-	-
OBC	-	-	-	-	01 (20.0)	-
General	-	-	-	01 (100.0)	04 (80.0)	-
Muslim	-	-	-	-	-	-
Grand Total	-	-	-	01 (100.0)	05 (100.0)	-
	Grand Total					
	Illiterate	Literate	Upto 8th	8 th to 12 th	12 th above	Tech Prof
SC	01 (50.0)	-	05 (71.4)	02 (66.7)	-	-
OBC	-	-	-	-	02 (40.0)	-
General	01 (50.0)	-	02 (28.6)	01 (33.3)	01 (20.0)	-
Muslim	-	-	-	-	02 (40.0)	-
Total	02 (100.0)	-	07 (100.0)	03 (100.0)	05 (100.0)	-
SC	-	02 (100.0)	01 (20.0)	02 (33.3)	-	-
OBC	-	-	-	-	-	-
General	-	-	03 (60.0)	02 (33.3)	-	-
Muslim	-	-	01 (20.0)	02 (33.3)	-	-
Total	-	02 (100.0)	05 (100.0)	06 (100.0)	-	-
SC	-	-	03 (100.0)	01 (25.0)	-	-
OBC	-	-	-	-	03 (42.9)	-
General	-	-	-	02 (50.0)	04 (57.1)	-
Muslim	-	-	-	01 (25.0)	-	-
Total	-	-	03 (100.0)	04 (100.0)	07 (100.0)	-
SC	-	02 (100.0)	01 (100.0)	-	-	-
OBC	-	-	-	01 (20.0)	01 (33.3)	-
General	-	-	-	03 (60.0)	02 (66.7)	-
Muslim	-	-	-	01 (20.0)	-	-
Total	-	02 (100.0)	01 (100.0)	05 (100.0)	03 (100.0)	-
SC	-	-	01 (33.3)	01 (14.3)	01 (25.0)	-
OBC	-	-	01 (33.3)	02 (28.6)	01 (25.0)	-
General	-	-	-	04 (57.1)	02 (50.0)	01 (100.0)
Muslim	-	01 (100.0)	01 (33.3)	-	-	-
Total	-	01 (100.0)	03 (100.0)	07 (100.0)	04 (100.0)	01 (100.0)
SC	01 (50.0)	04 (80.0)	11 (68.8)	06 (23.1)	01 (4.8)	-
OBC	-	-	01 (6.2)	03 (11.5)	07 (33.3)	-
General	01 (50.0)	-	02 (12.5)	13 (50.0)	11 (52.4)	01 (100.0)
Muslim	-	01 (20.0)	02 (12.5)	04 (15.4)	02 (9.5)	-
Grand Total	02 (100.0)	05 (100.0)	16 (100.0)	26 (100.0)	21 (100.0)	01 (100.0)

Chapter- Six

Conclusion and Suggestions

The analysis of the performance of the institute has been carried out in three stages. In the first stage, the evaluation of input was attempted. The input component consisted of both the human as well as non-human inputs, the performance of programme functionaries, resource persons and beneficiaries, while the non-human inputs aspect comprised the income, sources of income, utilization of funds etc. Likewise in the throughput evaluation of some of the issues taken were team work of staff, relationship with ZSS, collaborating agencies, parent organisation and Centre and State Government. While the output section largely discussed the impact of programmes on achievement of learners. The study shows that, by and large, the performance of programme functionaries, resource persons and beneficiaries has been exceptionally good. However some of the lacunae, the institute suffered in its overall functioning have been summarised as

6.1 Venue of Training

It has been shown that the institution, in the course of organising vocational programmes, utilised the venue in its own premises as well as the premises of collaborating agencies as well as venue for extension programmes. It was observed that, generally, the 'in house training' programmes, that culminated could be restarted however, this was not the case for courses organised at outside venues. The outside venues largely refer to the extension programme venues. In some of the cases it was also seen that for courses, that had been organised 'outside' venues, when they got completed, no further training of any other trade could be held there for quite some time despite the fact that there was a demand for it.

Further, the courses that were being organised at 'in house' venues, they could be repeated however, for 'outside' venues, the courses seldom got repeated as a result of which many prospective learners were being deprived of its benefits. In the light of above observations, it is suggested that the institution should strike parity with courses being organised 'outside venues'. Care should be taken to ensure that no breakage occurs in the programmes organised at outside venues and this could be taken care if programmes are

checked out in advance and strict vigilance maintained during its organisation. Similarly, the programmes should be repeated if the demand for it persists in outside location to enable more learners to participate in it.

6.2 Problem of Commuting

The study also observed that a large proportion of beneficiaries were commuting to training venues on hired private vehicles, which was proving to be a costly affair for them. As many of the outside venues were located at distant places where they could reach on public transport as private mode was costly, it is, therefore, suggested that provision should be made by the institute to provide monthly bus passes to the learners. This could be achieved if the institute approaches city transport organisation to provide necessary assistance.

Further, it was also observed, that in some of the cases, the courses that were being organised at collaborating agencies' venues or at the extension centres, the venue of these was far off which the learners from other places found difficult to reach. By providing public transport coverage, the institution can not only take care of their problem of commuting but also enlarges the coverage and scope of the programme.

It was also noticed that the vehicle provided to the institute remains largely out of order. It was revealed to the validating team that the vehicle was repaired only two months ago when the new director was appointed. Prior to that the vehicle had been lying in a defunct state for quite some time which defeats the very purpose for which the vehicle to the institutes has been provided. The non-availability of vehicle also affects the quality of supervision. Though the programme functionaries were utilising their own vehicles for supervision purposes, it was observed that if the programmes were organised at many places simultaneously, the programme functionaries, at a time, could visit only a few of them. Moreover, the timing of the courses also differed as some of them were being organised in the morning hours, some in the afternoon while others in the evening, that made the task of monitoring a more daunting one which plying on a private vehicle was not going to solve and it was also putting enormous financial burden on the programme functionaries.

Therefore, it is suggested that the institutes should ensure that the vehicle provided to them be kept in plying condition which would strengthen the quality of supervision and enhance the reach of the programme.

6.3 Duration of the Courses

It has already been seen that the institute organises a variety of vocational courses of various durations. The period ranges from more than six months to less than a month and even of three to five days. On the basis of their duration, these courses could be classified as

Long term courses	Long term courses	Short term courses	Very short term courses
More than six months duration	Of two to six months duration	Of one month and more duration	Less than a month duration

Further, it was observed that these long term courses, by and large, were generally of technical nature and the institute has subscribed minimum qualification to it. These programmes include TV/Radio/Refrigeration, AC maintenance and Typing, Shorthand, P G Diploma in Management etc. Likewise, in the short term courses too minimum qualification was prescribed. Some of the courses, qualifying under this category, are detergent making, soap making, small articles, simple skills, video/photography, food preservation etc.

It was found that in some courses like the sewing, knitting, etc. where the minimum level of qualification has, so far, not been prescribed, the neo-literates and other learners of poor literacy background were experiencing quite a bit of difficulty in coming to terms with the course and subsequently their achievement level was also found to be lower. This fact was also substantiated by most of the resource persons and programme functionaries.

Similarly, another area which needs attention was the duration of courses. In the present content, it was seen that for all learners, the duration of course was same. It should be understood that the learning capacity of learners is not same, in fact it varies from one person to another. In this case, when the group is so heterogeneous, in terms of educational/literacy background, the validity of keeping same duration for all learners is not justified. It should be kept in mind that the course is trying to make these learners professionals in their respective field who would, in the time to come, would be selling their talent in the open market. If the learners remain shaky and hesitant through out his/her training period, it is unlikely to succeed in his/her professional capacity.

Therefore, efforts need to be undertaken to identify weak learners and for them the duration of courses could be relaxed. However, it could also be that the weak learners may be

screened prior to the commencement of the course and for them separate course be organised. This may help them to overcome their inhibitions.

6.4 Nature of Courses

The analysis of the programmes revealed that many of them had both the theoretical as well as practical sessions. However, it was found in the courses, that were being organised within the campus, the resource persons gave emphasis on both, but in the programme conducted in outside venues, the emphasis on practical appeared to be more. The theoretical content was very little or never discussed. The subsequent talk, with the resource persons also substantiated our view and the reason they specified was that as these courses primarily aimed at providing skill to the learners, utility of practical classes was more and as the duration of courses was fixed, the theoretical classes could not be taken or were taken very little. This version of the resource persons appeared to be sound and practical but it is unidirectional because if we consider the issues in broader perspectives, knowledge of theory is equally important, in the long run.

Therefore, it is argued that the learners may also be exposed to theoretical classes besides being given practical training.

Similarly, the study also found out that some of the resource persons who were involved in the training programmes only once were not recalled thereafter as it was felt that there was need to provide such training had exhausted. The consequence of all this was that many a time, experienced resource persons were being left out and were being replaced by people who were not sincere or dedicated to the profession and their main concern was to gain social and political mileage, government proximity etc. and other benefits. What has been the reason for concern was that such type of people were trying to infiltrate the system using unfair means thereby defeating the very purpose of the vocational programmes.

It was also observed that in some areas, after the training duration was over, the learners were given the certificates without facing the examination, whereas, in paper they had been shown to have appeared in tests. This was in contravention to the rules and guidelines.

In the light of above development, it is suggested that either all learners, receiving the vocational training be absolved from appearing the test or strict discipline be enforced to

ensure that all learners after completing the training appear at the test before being given the certificates. The modalities for organising test may, however, vary from course to course as some may have only practicals while others may include both the theory and practical. Likewise, for checking the infiltration of non-serious resource persons, strict vigil be maintained. The selection of resource persons should be made after screening and a panel of such expert, be prepared

6.5 Certificates Relevance

One of the objectives of these institutes was to provide learners with vocational skill so that they get rehabilitated in professional fields. The learners after the completion of course also got the certificate. The study found out that the learners who have received the certificate, none of them got employment in government sector. A majority of them have set up their own enterprise while other have joined the private organisations. The talks with learners revealed that their certificate was not recognised by the government however in private sector, importance was given to practice. A majority of them felt that when the certificate was being issued by the Ministry of Human Resource Development, it should have due recognition. All this was acting as big set back to the scope of the programme

In the light of above observations it is suggested that efforts be made to put the certificates issued by the institution at par with the certificates issued by other vocational institutions like I.T.I., or to some extent with polytechnics etc. This measure may go along way not only to improve the overall functioning of the institutes but may also help in alleviating the problem of unemployment

6.6 Follow up Measures

Follow up measures play a big role in reviving the relationship between ex-learners and institution, which otherwise get weakened with the passage of time. It was pointed in the case of the institute, that though the institutes have provision to follow up their ex-learners it was limited to the extent of providing guidance only to those learners who approached them sought their guidance through correspondence. Compared to this, in other government programmes like the IRDP, DWCRA etc. it was found that the learners was provided necessary help, by liasoning with other institution/agencies to rehabilitate him professionally

Similarly in DWCR, a joint of in the name learner along with group organiser was opened for the purchase of raw material.

Likewise, in the case of the institute, it was observed that no concerted effort was being made to help the ex-learners to market their products. It is, therefore, suggested that follow-up measures needs to be toned up to help the ex-learners, at least in the initial stages of their rehabilitation. The present set up does not provide the necessary thrust that is required for vocationally rehabilitating the ex-learners. In this context, it is also recommended that a separate unit be created with in the institution, that primarily looks after the rehabilitation programmes of ex-learners. The unit may be empowered to act, negotiate, collaborate with other institutions or agencies to provide necessary technical and financial support to ex-learners.

6.7 Staff Performance

The evaluation of the performance of the staff of the institution has been analysed in great detail and it was found to be of very high order. However, when we view it from the long term perspectives, especially when the area of working of these institution has been enlarged, their present strength appears to be on the lower'side. It may be understood that the task assign to the programme functionaries varies from providing help to the Director in making action plan, forging alliances with collaborating agencies, besides providing supervision services. All these are very critical and important aspects in the overall functioning of the institute.

It has, therefore, been felt that if the number is appropriately increased, their overall quality of service would also improve substantially.

6.8 Evaluation of the Performance of Learners

The study has analysed the performance of learners in detail. It shows that the incidence of absolute failure was 10.9 percent, partial failures were 29.4 percent and absolute success was 59.7 percent. Further, though the incidence of partial failure was 29.4 percent, a detail perusal of them shows that all could be called as unsuccessful as it also contained a significant proportion of these learners who could not procure loan, those learners who had learnt the skills for their own domestic use. The study also shows that the category also contained learners who were still pursuing their studies but were determined to set up their

own enterprise once they were through with the studies. Hence in the present circumstances the role of these institutions needs to be redefined and they need to come forward to provide necessary help and guidance to the learners in their process of vocational rehabilitation.

6.9 Identification Process of Beneficiaries

One of the functions of these institutions, according to the guideline, is that they would identify appropriate target areas and the target groups by undertaking survey and developing the socio-economic profiles of the inhabitants of the area. However, in practice, it was discovered that no such exercise was being carried out by them. On being asked how they got the learners, to be enrolled in the vocational courses, a majority of the programme functionaries replied that, by and large, the learners themselves come to enquire about the courses because the institute has become quite known in the area. Further, the Zilla Saksharta Samiti also provides them the list of neo-literates. It was found that though these measures may have helped the institute to get list of learners for the programmes, it was not a true reflection of ground realities. It may be recalled that one of the objectives of the institute is to provide coverage to socially deprived section of the society which the present set up was not adequately fulfilling.

Therefore, if the institute, on its own, should carry out survey work to identify weak and deprived sections so that their representation in the whole may improve and the institute in the long run, also achieves its cherished dream.

6.10 Quality of Raw-Material

The institute also provides raw material to the learners pursuing various vocational courses. On being asked about the quality of raw material, a majority of learners as well as the resource persons accepted that the quality was good however a majority of learners expressed unhappiness over the quantity of raw material provided to them, which they feel was inadequate. It was also observed that the raw material was being provided only once and when it got consumed or exhausted, it was not supplied again which affected the practice session of learners. It was found that the learners who belonged to higher castes, they did not feel any setback because they could buy it and could resume their practice both at home and at the training venues. Their achievement level was also found to be high.

It was therefore felt that the institute should maintain a regular supply of raw material to the learners to enable the learners to practice uninterruptedly. The modalities of re-supplying the raw material could be worked out between the learners and the institution.

Another important aspect that is related to raw material and its finished product was that when the learners in the course of their training, complete products which were being kept by the institutes and subsequently displayed for sale in the exhibitions that the institute organises periodically. It was found that the marketing prospects of these products was quite low, they invariably got dumped with the institution, which, over the period of time, has started creating problem of storing on account of lack of space.

It is, therefore suggested that these products be given back to the learners who may also be told about the deficiencies it suffers from and on how they could further be improved. It was hoped that this gesture would also encourage the learners to overcome their weakness and also solve the problem of space.

6.11 Space Utilisation Pattern

The study shows that the institute was utilising the institutes space as well as the space of collaborating agencies for imparting the vocational training. It was observed, that for the programme that were being conducted within the institutes premises or in house training the problem of space did not arise. Only if a particular course attracted more learners, the problem of space was felt. In that case, too much of crowding of class room created the problem of space which restricted the movement of both the resource persons and learners that at times affected the quality of teaching.

In the case of outside training venues, particularly the extension programme venues it was observed that the problem of space was figuring prominently. In organising extension programmes, the institutes hired private houses which were procured without being charges or were the community centre, of some schools. In both the cases, the common problem observed, was of providing basic amenities to learners and resource-persons. Further, the parents of the learners were also found to be a little apprehensive of sending their wards to other people's houses.

In view of the above facts, it has, therefore, been suggested that as the programmes were quite relevant they should be continued in future. However, provision should also be

made to establish community centres ward wise in phased manner. For this a budget should be earmarked in their requisition for annual grants. Likewise, efforts should also be made to equip these centres with adequate rooms, space and necessary basic amenities.

6.12 Tools/Equipments

Similarly, in the case of tools, it was observed that in most of the vocational courses, the tools were being provided by the institute or the collaborating agencies. The problem arose only when the tools started malfunctioning and it was not attended immediately or replaced and that caused a lot of hardship and inconvenience to learners which also affected his session of learning. Further, in some of the courses, like TV mechanics, Refrigeration, AC maintenance, tailoring, knitting etc. the number of mechanic tools provided were highly inadequate. Because the learners were given training on machines or tools in a group of fifteen to twenty. It was found that the machines were hardly two or three. With such type of arrangement in vogue, it was estimated that it hardly gave the learners necessary exposure to develop adequate confidence to work independently.

It is, therefore, suggested that the number of tools be increased so as to strike an optimal balance between learners and tools. Further, the quality of tools be improved so that the incidence of breakdowns and malfunctioning are reduced to minimum level, and enable the learners to work on them freely and uninterruptedly. However, in case, of mechanical breakdown or malfunctioning, the fault should be immediately attended. For increasing the number of machines/tools, the institute and collaborating agencies should jointly discuss the problem and explore alternate avenues. Organisation like Rotary Club, Lion's Club or any philanthropic organisation be approached to provide them necessary help. Likewise, help could even be taken from other social organisations, ex-successful learners etc.

6.13 Budget Utilization Pattern

On the matters of budget, the analysis showed that the institute was just able to meet the expenses. It did not leave enough room for the institutes to embark on new activities. Similarly, in the absence of finance, the institute also felt handicapped for starting new courses or innovative programmes. Of late, the government has also decided to enlarge their area of operation, their working expenses are bound to increase on account of the following reasons:

- (a) for carrying out survey of new areas, prepare the socio economic profile of the people and also to identify the target group,
- (b) in the selection of beneficiaries,
- (c) to organise environmental building exercises to sensitise and motivate the people to overcome their inhibitions, backwardness etc.
- (d) to organise campaigns and advertisements,
- (e) on communication and supervision activities,
- (f) on hiring resource persons

Similarly, it has also been observed that in rural areas, the programmes conducted should be such they are capable of promoting self employment. Their marketing as well as provision of raw material would also have to be looked into, at least in the initial stages of the rehabilitation. Further, it is also a fact that as all (revenue) villages do not Panchayat Bhawans, therefore, the selection of venue, for organising the vocational programmes has to be undertaken quite carefully. In the event of the classes to be organised in the evenings, provision of light, potable water, mats for sitting for learners, etc has to be arranged. All this would require additional financial support.

Hence, it is argued that the financial outlay of the institution be appropriately enhanced to enable them to discharge their duties efficiently

6.14 Service-Conditions

The service conditions of any organization are the motivating force that guide the overall functioning of the institute. It was observed that the service conditions in the institute did not offer any fringe benefits to its employees. No one has received any promotion. It was also observed that the employees were still not getting the new scale. All this was affecting the employees moral adversely

It is, therefore, recommended that the service conditions of the employees be immediately improved so that their performance improves further

6.15 Functioning of Governing Body

The highest governing body of the institute that governs the overall functioning of the institute is the Board of Management (BOM). It is headed by the Chairman and assisted by other elected members who represent various organisations. It is also represented by

members of central and state governments. The configuration of the BOM and other body like the Executive Committee has been as per the norms laid down in the guidelines of the Ministry of Human Resource Development.

The frequency of the meetings, as per the norms of the Ministry of Human Resource Development, should be held twice a year in the normal course. However, there is also a provision of calling the meeting in case of emergency. The perusal of annual reports of the last five years of the institute shows that the meetings of BOM have been held at quite regularly. However, regarding meetings of the other committees, like the Executive Committee, Public grievance committee, etc. not much has been reported in the annual reports so nothing much can be said about them. However, it is hoped that these committees were performing their duties as per the requirements of the institution.

It is, therefore, suggested that a detail account of the working of all committee, constituted by institute be recorded in the annual report to enable the reviewer to assess and understand the overall working of the institute.

6.16 Training and Collaboration

The institute has also been organising training programmes for its programme functionaries and resource persons. The objective of these programmes is to equip and expose them with the latest in their respective fields. The perusal of annual report shows that the institute has organised these programmes which was a positive sign.

It was also found that the institute has also been organising meeting with its collaborating agencies during the last five years which reflects its proximity and level of understanding.

6.17 Honorarium & Course Fee Structure

The study shows that the pattern of honorarium to resource pattern varies from vocation to vocation. The analysis of the perception of resource persons response showed that, by and large, they all agreed that the amount offered to them was quite small and majority of the resource persons had joined the institute to offer social service. However, it should also be kept in mind that unless the resource persons are not motivated, their cooperation would be difficult to get. Further, it was also revealed that a large part of their honorarium was being consumed in commuting to training venues. Now as the area of the

institutes are being enlarged, the resource persons are required to provide training to new learners in rural sites which would involve longer travelling. Therefore, it is recommended that their honorarium be suitably upgraded.

It was also known that fee structure for the course not only varies from course but also from venue to venue. The charges of the course that are organised within the institute's premises or 'in house training' were highest, while the charges for courses organised in slums (extension programmes) were least. In the broader perspectives it is quite relevant as it is assigned that the people living there are poor and have low per capita income. However, it is suggested that in order to encourage participation from the poor and deprived sections, their course charged be further relaxed. It is a misnomer that slum area are only inhabited by poor people, on the contrary, a sizeable proportion of people living above the poverty line, also inhabit there. Therefore if the fee structure for deprived section is relaxed further, it would also widen the scope of the programme.

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Annex I

Distance Covered by Beneficiaries Between Training Venue and Residence

Caste	Below 1 Km.	1-3 Km	4 - 6 km	7 - 10 km	10 & above
SC	09 (81.8)	03 (100.0)	-	-	-
OBC	-	-	-	01 (25.0)	01 (50.0)
General	02 (18.2)	-	-	02 (50.0)	01 (50.0)
Muslim	-	-	01 (100.0)	01 (25.0)	-
Total	11 (100.0)	03 (100.0)	01 (100.0)	04 (100.0)	02 (100.0)
SC	07 (77.8)	05 (83.3)	01 (25.0)	-	-
OBC	02 (22.2)	-	-	-	-
General	-	01 (16.7)	02 (50.0)	01 (33.3)	01 (100.0)
Muslim	-	-	01 (25.0)	02 (66.7)	-
Total	09 (100.0)	06 (100.0)	04 (100.0)	03 (100.0)	01 (100.0)
SC	05 (83.3)	02 (66.7)	-	01 (33.3)	-
OBC	-	-	02 (25.0)	01 (33.3)	-
General	-	-	04 (50.0)	01 (33.3)	01 (100.0)
Muslim	01 (16.7)	01 (33.3)	02 (25.0)	-	-
Total	06 (100.0)	03 (100.0)	08 (100.0)	03 (100.0)	01 (100.0)
SC	06 (50.0)	02 (40.0)	-	-	-
OBC	01 (8.3)	-	01 (50.0)	-	-
General	05 (41.7)	03 (60.0)	01 (50.0)	01 (50.0)	-
Muslim	-	-	-	01 (50.0)	-
Total	12 (100.0)	05 (100.0)	02 (100.0)	02 (100.0)	-
SC	06 (31.6)	01 (50.0)	01 (14.3)	-	-
OBC	04 (21.1)	01 (50.0)	02 (28.6)	01 (25.0)	-
General	05 (26.3)	-	03 (42.8)	02 (50.0)	01 (100.0)
Muslim	04 (21.0)	-	01 (14.3)	01 (25.0)	-
Total	19 (100.0)	02 (100.0)	07 (100.0)	04 (100.0)	01 (100.0)
SC	33 (57.9)	13 (68.4)	02 (9.1)	01 (6.2)	-
OBC	07 (12.3)	01 (5.3)	05 (22.7)	03 (18.8)	01 (20.0)
General	12 (21.0)	04 (21.1)	10 (45.5)	07 (43.7)	04 (80.0)
Muslim	05 (8.8)	01 (5.3)	05 (22.7)	05 (31.2)	-
Total	57 (100.0)	19 (100.0)	22 (100.0)	16 (100.0)	05 (100.0)

Annexure -

Mode of Travelling or Commuting from their Residence to Centre

Caste	On Foot		By cycle	Fare	Other's (Motor cycle & Scooter etc.)
	Below 1 km	More than 1 km			
SC	09 (81.8)	03 (100.0)	-	-	-
OBC	-	-	-	-	02 (40.0)
General	02 (18.2)	-	-	-	03 (60.0)
Muslim	-	-	02 (100.0)	-	-
Total	11 (100.0)	03 (100.0)	02 (100.0)	-	05 (100.0)
SC	07 (77.8)	05 (83.3)	01 (50.0)	-	-
OBC	02 (22.2)	-	-	-	-
General	-	01 (16.7)	-	01 (100.0)	03 (60.0)
Muslim	-	-	01 (50.0)	-	02 (40.0)
Total	09 (100.0)	06 (100.0)	02 (100.0)	01 (100.0)	05 (100.0)
SC	05 (83.3)	02 (66.7)	-	01 (100.0)	-
OBC	-	-	03 (42.8)	-	-
General	-	-	02 (28.6)	-	04 (100.0)
Muslim	01 (16.7)	01 (33.3)	02 (28.6)	-	-
Total	06 (100.0)	03 (100.0)	07 (100.0)	01 (100.0)	04 (100.0)
SC	06 (50.0)	02 (40.0)	-	-	-
OBC	01 (8.3)	-	01 (50.0)	-	-
General	05 (41.7)	03 (60.0)	01 (50.0)	-	01 (50.0)
Muslim	-	-	-	-	01 (50.0)
Total	12 (100.0)	05 (100.0)	02 (100.0)	-	02 (100.0)
SC	08 (31.6)	01 (50.0)	01 (20.0)	-	-
OBC	04 (21.1)	01 (50.0)	01 (20.0)	-	02 (28.6)
General	05 (26.3)	-	02 (40.0)	-	04 (57.1)
Muslim	04 (21.0)	-	01 (20.0)	-	01 (14.3)
Total	19 (100.0)	02 (100.0)	05 (100.0)	-	07 (100.0)
SC	33 (57.9)	13 (68.4)	02 (11.1)	01 (50.0)	-
OBC	07 (12.3)	01 (5.3)	05 (27.8)	-	04 (17.4)
General	12 (21.0)	04 (21.1)	05 (27.8)	01 (50.0)	15 (65.2)
Muslim	05 (8.8)	01 (5.3)	06 (33.3)	-	04 (17.4)
Total	57 (100.0)	19 (100.0)	18 (100.0)	02 (100.0)	23 (100.0)

Annexure

Expenditures Incurred on different items by Beneficiary for Availing Training

Caste	For Registration	For Raw Material	For Certificates	Other	Total
SC	09 (56.3)	03 (60.0)	-	-	12 (116.3)
OBC	01 (6.3)	01 (20.0)	-	-	02 (26.3)
General	04 (25.0)	01 (20.0)	-	-	05 (45.0)
Muslim	02 (12.5)	-	-	-	02 (25.0)
Total	16 (100.0)	05 (100.0)	-	-	21 (211.3)
SC	13 (56.5)	-	-	-	13 (116.5)
OBC	02 (8.7)	-	-	-	02 (26.2)
General	05 (21.7)	-	-	-	05 (43.4)
Muslim	03 (13.3)	-	-	-	03 (39.7)
Total	23 (100.0)	-	-	-	23 (225.8)
SC	06 (40.0)	02 (33.3)	-	-	08 (73.3)
OBC	02 (13.3)	01 (16.7)	-	-	03 (30.0)
General	05 (33.3)	01 (16.7)	-	-	06 (50.0)
Muslim	02 (13.3)	02 (33.3)	-	-	04 (40.0)
Total	15 (100.0)	06 (100.0)	-	-	21 (213.3)
SC	08 (38.1)	-	-	-	08 (66.1)
OBC	02 (9.5)	-	-	-	02 (16.5)
General	10 (47.6)	-	-	-	10 (82.6)
Muslim	01 (4.8)	-	-	-	01 (8.1)
Total	21 (100.0)	-	-	-	21 (173.3)
SC	08 (24.2)	-	-	-	08 (66.4)
OBC	08 (24.2)	-	-	-	08 (66.4)
General	11 (33.3)	-	-	-	11 (93.7)
Muslim	06 (18.2)	-	-	-	06 (50.0)
Total	33 (100.0)	-	-	-	33 (276.5)
SC	44 (40.7)	05 (45.5)	-	-	49 (462.2)
OBC	15 (13.9)	02 (18.2)	-	-	17 (160.1)
General	35 (32.4)	02 (18.2)	-	-	37 (342.6)
Muslim	14 (12.9)	02 (18.2)	-	-	16 (147.1)
Grand Total	108 (100.0)	11 (100.0)	-	-	119 (1112.0)

Motive of the Beneficiaries for Learning the Trade

Caste	Business	Domestic Work	Service	Certificates	Other
SC	12 (70.6)	-	-	-	-
OBC	01 (5.9)	-	01 (25.0)	-	-
General	02 (11.8)	-	03 (75.0)	-	-
Muslim	02 (11.8)	-	-	-	-
Total	17 (100.0)	-	04 (100.0)	-	-
SC	11 (84.6)	01 (100.0)	01 (11.1)	-	-
OBC	01 (7.7)	-	01 (11.1)	-	-
General	01 (7.7)	-	04 (44.4)	-	-
Muslim	-	-	03 (33.3)	-	-
Total	13 (100.0)	01 (100.0)	09 (100.0)	-	-
SC	08 (53.3)	-	-	-	-
OBC	01 (6.7)	-	02 (33.3)	-	-
General	02 (13.3)	-	04 (66.7)	-	-
Muslim	04 (26.7)	-	-	-	-
Total	15 (100.0)	-	06 (100.0)	-	-
SC	08 (53.3)	-	-	-	-
OBC	02 (13.3)	-	-	-	-
General	05 (33.3)	03 (100.0)	02 (66.7)	-	-
Muslim	-	-	01 (33.3)	-	-
Total	15 (100.0)	03 (100.0)	03 (100.0)	-	-
SC	07 (29.2)	01 (50.0)	-	-	-
OBC	07 (29.2)	-	01 (14.3)	-	-
General	05 (20.8)	01 (50.0)	05 (71.4)	-	-
Muslim	05 (20.8)	-	01 (14.3)	-	-
Total	24 (100.0)	02 (100.0)	07 (100.0)	-	-
SC	16 (54.8)	02 (33.3)	01 (14.4)	-	-
OBC	12 (41.3)	-	05 (17.2)	-	-
General	15 (17.9)	04 (66.7)	18 (62.1)	-	-
Muslim	16 (13.1)	-	05 (17.2)	-	-
Grand Total	84 (100.0)	06 (100.0)	29 (100.0)	-	-